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ABSTRACT

Documenting a cumulative attack on the freedom to learn, which strikes at the heart of public education, this report describes how censorship has grown since 1982, highlighting trends that have emerged over five years, the actors, the challenges, and the results. Following an introduction, the report documents the state of censorship for 1986-1987, followed by a look at censorship trends occurring during the past five years. Next, the report provides three case studies of censors in action, and describes five groups that are part of a larger network involved in promoting a conservative agenda in public education. The report then discusses the language of censorship, focusing on terms such as "secular humanism" and "values clarification." Finally, the report summarizes the status of censorship efforts in each of the 50 states. Appendixes include lists of challenged materials from 1982 to 1987, and a list of the most frequently challenged books for that same period. (HTH)

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ATTACKS ON THE FREEDOM TO LEARN

1986-1987 Report

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ATTACKS ON THE FREEDOM TO LEARN

1986 - 1987

Introduction 1

Censorship in 1986 - 1987 3
- A Climate of Intolerance
- Books on Trial
  - Mozert v. Hawkins County (Hawkins County, Tennessee)
  - Smith v. Board (Mobile, Alabama)
  - Farrell v. Hall (Panama City, Florida)
- Challenges to Health Curricula

Five Year Trends in Censorship 9

Censors in Action: Three Case Studies 11
- Wisconsin: Fighting Censorship in Milwaukee
- Georgia: Escalating Attacks in Gwinnett County
- Montana: Gutting the Curriculum

Far Right Groups 16
- Citizens for Excellence in Education (CEE)
- Eagle Forum
- Concerned Women for America (CWA)
- National Legal Foundation (NLF)
- Educational Research Analysts (Mel and Norma Gabler)

The Language of Censorship 21
- Secular Humanism
- Creationism
- Values Clarification
- Globalism
- Invasion of Privacy
- The Occult
- Usurping Parental Authority
- Negativism

The 50 State Report: 1986 - 1987 25

Appendices 67
- Challenged Materials: 1986-1987
- Challenged Materials: 1982-1987
- Most Frequently Challenged Books: 1982-1987

INTRODUCTION

Over the past five years, People For the American Way has documented more than 500 censorship attempts across the country. These attempts have touched classics, such as Shakespeare's "Macbeth," Faulkner's *As I Lay Dying*, and Twain's *The Adventures of Huckleberry Finn*, as well as children's literature such as *Mother Goose Rhymes*. They have involved films, plays, teachers' guides, dictionaries, textbooks, and entire courses and programs. Unfortunately, the yearly number of attempts keeps rising.

This volume contains People For the American Way's study for 1986-1987, and describes how censorship has grown since 1982, highlighting trends that have emerged over five years, the actors, the challenges, and the results.

Our report for 1986-1987 mirrors the five year trends. First of all, censorship incidents continue to proliferate, occurring in every part of the country. Second, these incidents show the expanding influence of a network of national far right groups and their emergence in every region of the country. Third, the local challenges are often conducted in a "language of censorship" that reflects the ideas and themes shared by these groups. Phrases such as "secular humanism" and "invasion of privacy" arise in case after case. Fourth, censorship tactics have expanded and become more sophisticated, ranging from outright attempts to ban individual books, to the manipulation of state and local policies, to litigation that could set national precedents. And finally, censorship no longer centers on a novel or two, but encompasses entire curricula, programs, teaching methods, and ideas. The recurrent objections have considerably broadened the notion of what subjects are controversial.

This report documents a cumulative attack on the freedom to learn which strikes at the heart of public education: methods, materials, and ideas designed to teach basic skills, critical thinking, responsibility, and tolerance.

CENSORSHIP IN 1986-1987

This year, censorship in public schools increased again, despite a vigorous educational reform movement and greater activism among anticensorship forces. In 1986-1987, People For the American Way documented a 20 percent increase in censorship attempts over last year; this is an increase of 168 percent since our first report five years ago.

In 37 percent of these incidents, educational materials were removed, restricted, or modified. Five years ago, the censors were successful in only 26 percent of the cases. There is good news: in nearly one-third of the 1986-1987 cases, the censors were defeated and the challenged materials retained. This reflects greater public awareness of threats of censorship, as well as broader community involvement in resisting attempts.

As in the past, censorship efforts took place throughout the country. But this year, the censors were especially active in the West and Midwest, each reporting 50 incidents. In the South, there were 38 incidents, and in the North, 15 incidents.

In 54 incidents, organized groups were behind the challenges. Some of these groups are local, while others are affiliated with national organizations -- primarily Citizens for Excellence in Education (CEE). CEE is the activist affiliate of the National Association of Christian Educators (NACE); its avowed goal is "to bring public education back under the control of Christians." They were involved in 22 of the incidents in 1986-1987, and have become more active in organizing local chapters across the country and running CEE candidates in local school board elections.

Curricula designed to develop decision-making skills and personal responsibility (including sex education, drug and alcohol abuse prevention, health, and counseling programs) continue to be major targets for the censors. Thirty four incidents were attacks on these types of activities.

Twenty-four incidents involved objections to activities and materials related to "the occult." These ranged from reading materials about magic, ghosts, and goblins to a classroom Halloween party.

More than half of the incidents in 1986-1987 involve the "language of censorship," words and phrases used by the far right as shorthand for broad objections to teaching children how, rather than what, to think. Phrases like "secular humanism," "values clarification," and "globalism" occur in objections across the country and across the curriculum.

A Climate of Intolerance

Few aspects of school life, from the most trivial to the most essential, are free from scrutiny in today's climate of intolerance. This intolerance has a "chilling effect" on a wide range of activities.

A speaker at a recent national teachers' conference noted that these escalating challenges to education have led teachers to teach "defensively" to avoid disruption to their work. This often means skirting controversial issues and quietly removing books from the classroom when a single parent complains. It encourages self-censorship in curricular and reading choices that result in the selection of materials that are "safe" but not necessarily in the best interest of the student. Self-censorship occurs as well in the development of textbooks and instructional materials, as controversy is ruthlessly pruned from, for example, history and civics textbooks.

The effects of this climate of intolerance on life in schools can be illustrated by the following examples:

*In Prescott Valley, Arizona, a school board member refused to vote on a bond issue until the schools were rid of "secular humanism."

*In St. Vrain Valley, Colorado, a school board member proposed that school administrators conduct a nationwide search for a science curriculum that balances evolution with other theories of man's origin.

*In Dubuque, Iowa, the district curriculum director has announced that "secular humanism" will be among the criteria used for textbook adoption.

*In Wilmington, North Carolina, an advisory member of the state board of education attacked the state's basic education plan for allegedly teaching "secular humanism."

*In Manassas, Virginia, parents formed a group called PASTIME, a nonprofit organization "very strongly footholded in the Lord," to review textbooks and document offensive content.

*In Long Beach, California, a student fund-raising project involving a fortune-telling booth was prohibited, for alleged ties to the occult.

*In Apple Valley, California, a parent objected to the school mascot, the Sun Devil, calling it a satanic image.

Public hearings on the adoption of educational materials and programs are a legitimate avenue for parental involvement. They offer parents and other concerned citizens the opportunity to register their views early in the selection process, as curricula are developed, rather than after the fact. But such hearings have increasingly become a forum for promoting sectarian ideology, rather than assessing educational merit.

*In Chelan, Washington, an elective middle-school level "life skills course" being considered for adoption was attacked for its "secular humanist viewpoint."

*In Omaha, Nebraska, objections were raised to *Teen Guide*, a home economics textbook, for being "anti-Christian" and promoting "secular humanism."

*In Racine, Wisconsin, a school board member objected to the adoption of a biology textbook because it did not discuss creationism.

*In Albuquerque, New Mexico, objections were raised to the adoption of a health textbook, *Health Focus on You*, for teaching "secular humanism."

*In Westport, Connecticut, a routine five-year review of health curricula elicited charges of promoting "secular humanism" and teaching "the value of amorality."

*In Lincoln, Nebraska, objections were made to the adoption of a sixth-grade textbook, *Changing Nebraska*, for lacking positive Christian values and being pacifist.

*In Colorado Springs, Colorado, objections were raised to the adoption of a global education curriculum because it would promote one-world government.

Incidents like these are especially troubling because they illustrate that the would-be censors are alert to every possibility. Across the country, they scrutinize virtually all school activities for ideological soundness and use public hearings to demand that their sectarian doctrine be incorporated into public education.

School board elections in fifteen communities have also been affected. Some candidates have promised to ban unacceptable books and eliminate "secular humanism" from the schools. One candidate, a self-proclaimed "Christian conservative," pledged to support curriculum grounded on "traditional morality" and to oppose AIDS education that does not emphasize "the evils of homosexuality." Another declared that "schools should not be havens for false philosophies, nor should the moral and religious positions of parents be undermined in any way."

Books on Trial

The battle over public education has moved from the classroom to the courtroom. The People For the American Way Legal Defense Fund is involved in three precedent-setting lawsuits that are gaining national attention.

Mozert v. Hawkins County Public Schools (Hawkins County, Tennessee)

In this case, a group of parents in Hawkins County, Tennessee, supported by Beverly LaHaye's Concerned Women for America, charged that their religious beliefs were offended by a Holt, Rinehart and Winston reading series in use in the Hawkins County public schools. They requested alternative readers and instruction for their children. In October, 1986, Federal Judge Thomas G. Hull ruled that children of the plaintiff families could opt out of reading instruction and be taught reading at home by their parents. He later awarded the plaintiffs $50,000 in damages, partly to compensate them for the costs of placing their children in private sectarian schools. The case has been appealed.

The plaintiffs' testimony in the case makes clear that they were objecting not simply to the texts, but to ideas and principles central to public education. Plaintiff Vicki Frost, for example, argued that she wanted her children "taught from a Christian perspective." She objected to teaching tolerance for different religious beliefs: "We cannot be tolerant in that we accept other religious views on an equal basis." Discussion of such topics as the Renaissance, evolution, global interdependence, and male-female roles was objectionable, as was encouraging the use of imagination "beyond the limitation of scriptural authority." The judge conceded that it was unlikely that any secular reading series would satisfy the plaintiffs.

The implications of this decision are troubling for public education. When the objections are as broad as in this case, the very essence of public education -- transmitting a common body of knowledge to students of diverse backgrounds -- is in jeopardy. Many topics challenged by the plaintiffs are not simply confined to the reading series, but form a significant part of the content of education, cutting across subject areas and grade levels. The decision encourages teachers to avoid potentially controversial topics, resulting in an impoverished curriculum for all students in virtually every subject. The decision also undercuts the important role public education has played to bring together the diverse elements of our society. Rather than teaching students to understand and tolerate different points of view, this opt out arrangement divides students along religious lines. The net effect is divisiveness among the various groups that make up the classroom and the community.

Smith v. Board of School Commissioners of Mobile County (Mobile, Alabama)

This case had its origins in an earlier case, *Wallace v. Jaffree*, in which District Court Judge W. Brevard Hand upheld an Alabama law permitting silent school prayer. His decision was ultimately overturned by the Supreme Court, which declared the school prayer law unconstitutional. Judge Hand then realigned the 600 defendant-intervenors as plaintiffs to create *Smith v. Board*, which charged that forty-four history, social studies, and home economic textbooks on the list of state-approved textbooks unconstitutionally establish a "religion" called secular humanism. They claimed that use of these books violated the free exercise rights of teachers, students, and parents; the free speech rights of teachers; and the rights of students to receive information. Pat Robertson's National Legal Foundation funded the plaintiffs.

As in *Mozert v. Hawkins County*, the plaintiffs' objections were broad. They argued, for example, that passages in home economic texts promote the religion of secular humanism and inhibit theism. Further, they claimed that history and social studies textbooks suppressed discussion of religion, and of Christianity in particular, thus discriminating against theistic religion and violating their constitutional rights to free exercise of religion. In March, 1987, Judge Hand ruled that the forty-four textbooks

unconstitutionally establish the religion of secular humanism and ordered them removed from the schools of Mobile County.

Besides establishing the first judicially created religion, Judge Hand's decision represents an unprecedented intrusion by the judiciary into the curriculum of the public schools. It circumvents the democratic process by which curricula and texts are chosen, leaving unanswered the question of what kind of curricula and texts might satisfy the plaintiffs without violating the First Amendment. The case has been appealed and a decision is expected before the 1987-1988 school term begins.

Farrell v. Hall (Panama City, Florida)

Through the efforts of a group of enthusiastic teachers at Mowat Junior High School in Panama City, Florida, an average and uninspiring language arts curriculum had been transformed into an innovative, award-winning program that commanded great interest and loyalty from all those involved. The program was known for its use of extensive classroom libraries that supplemented required readings and for parental involvement. The teachers asked parents to sign permission slips to allow students to read any book that might be considered controversial. When parents objected, alternative readings were assigned.

Robert Cormier's *I am the cheese*, a young adult novel, had been used at Mowat for several years, without complaint. In 1986, however, one parent who refused permission for her child to read the book also insisted that no other students be allowed to read it either. The major objections to Cormier's book were the presence of a handful of profanities and a "subversive" plot. The superintendent ignored a review committee's recommendation to retain the book and banned it. The ensuing series of school policy decisions on the approval of educational materials resulted in the banning of some sixty-four books, including Chaucer's *Canterbury Tales*, Shakespeare's "King Lear," and Bronte's *Wuthering Heights*. Subsequent modifications to the approval policy restored many of the books to Panama City classrooms, but *I am the cheese* and Farley Mowat's *Never Cry Wolf* remain banned from the classroom.

This case is unusual in the amount of both community involvement and violence it has engendered. Concerned parents founded CHOICE, an anticensorship group that attracted the support of several hundred parents, who turn out in overwhelming numbers to make their views known at school board meetings. A TV reporter covering the situation and several teachers have been the targets of death threats, and the reporter has suffered two attempts to set her apartment on fire.

In May, 1987, a coalition of students, parents, and teachers filed suit in federal district court in Bay County, Florida, charging that the book banning and implementation of the approval policy violate the First Amendment rights of the students and teachers in Bay County. Defendants in the case are the county superintendent of schools, the local school board, and a junior high school principal.

Challenges to Health Curricula

Courses that teach personal responsibility -- including health, sex education, decision-making, and counseling -- are increasingly under attack, primarily because they promote "secular humanism," involve "values clarification," or are an "invasion of student privacy." Health and sex education are the primary focus of these attacks, because they deal with issues such as sexuality, divorce, and drug and alcohol abuse. Five years ago, there were 7 incidents involving efforts to ban health textbooks or sex education courses. During the 1986-1987 academic year, however, there were 27 incidents. This trend is particularly disturbing in light of the growing threat of the AIDS virus and plans to implement AIDS education in the schools. Attacks on these topics are likely to increase over the next few years as communities seek the best ways to address this difficult issue.

The following two case studies typify the objections being raised to such courses in communities across the country. In Westmoreland County, Pennsylvania, a group has gone to court to change a state requirement that students take a course in health and sex education before they graduate. In Westport, Connecticut, a couple has launched a crusade to water down the health curriculum and prohibit any mention of AIDS in the classroom. In both cases, the charge of "secular humanism" has been used to justify banning sex education from the schools.

At Norwin High School in Westmoreland County, a health textbook called *Adolescents Today* has become the object of a censorship campaign. Two years ago, a parent went to a school board meeting to complain that the book promoted "humanism." This year, the challenge to the book, used in 10th and 11th-grade health classes, has expanded into an attack on the entire health and sex education course.

A group called People Concerned for Quality Education (PCQE) argues that the course promotes the teaching of "secular humanism" and directly contradicts "traditional Christian values." Although the state of Pennsylvania has a requirement mandating a health curriculum, the group is demanding that the course be made optional. One parent complained that *Adolescents Today* "instills certain values in people by giving them a gamut of options and saying you have a right to choose." The group is also opposed to health-related films.

In March, 1987, PCQE filed a lawsuit in U.S. District Court in Pittsburgh to stop the school district from using the health textbook, claiming that it violates the First Amendment rights of free speech, the Fourteenth Amendment rights of due process, and the Protection of Pupil Rights Amendment, often referred to as the federal Hatch Amendment. "The text promotes humanism and denies the sinful nature of man," the suit claims.

Plaintiffs want the courts to order Norwin officials to create an alternative health course that would teach basic issues such as nutrition, personal hygiene, and first aid. The parents want the sex education class to be elective, not required for graduation.

In May, the school district asked the court to dismiss the lawsuit, denying that *Adolescents Today* promotes "secular humanism," and stating that "the health course is offered by the school district for purposes of complying with Pennsylvania's mandated health curriculum requirements." To allow students to opt out of the class would, according to the district attorney, force the district to provide costly private tutors. He further argued that "the mere exposure to instruction and materials which may be contrary to those advocated by a parent is not a violation" of the Constitution. The case is pending.

In Westport, Connecticut, a local couple is battling the health curriculum in the Westport schools, saying it promotes "secular humanism" and "values clarification." The controversy began when the Westport schools initiated a routine review of the health curricula offered in the community schools. The couple, who are on the health curriculum review committee, have become the most vocal opponents of the health curriculum. They argue against a course which offers students a variety of options. "That may be fine for secular humanists, but what about my values? You can't choose them. They come from the divine, from the Ten Commandments."

Behind the challenge is the belief that "sex education in its present form" is a "facet of the creed of secular humanism." As the couple explain, "It is an established fact that a relatively small group of secular humanists has been at work in Western civilization with the purpose to stamp out any faith in God."

The couple and their supporters are demanding that *Modern Human Sexuality* should be banned from the classroom because it "downgrades parents as role models and confidants and therefore should be omitted." They also are opposed to a seminar on AIDS, the only part of the health curriculum that will not

be optional next year. They argue that AIDS is a "spiritual disease."

The community in Westport has become more involved as the controversy has intensified. An increasing number of parents are defending the health courses, arguing that sex education, especially information about sexually transmitted diseases such as AIDS, should be expanded, not restricted. A decision on the health curriculum is expected in the fall of 1987.

In Westport, a legitimate process for community involvement in the public schools has been turned into an ideological battleground. Issues of educational merit and appropriateness are neglected as the elusive concept of "secular humanism" dominates the discussion.

FIVE YEAR TRENDS IN CENSORSHIP

Censorship in the 1980s is characterized by a growing wave of challenges to the free exchange of ideas in the classroom. No longer satisfied with taking a few books off the school library shelf, the censors now attack books and activities involving the core curriculum of the schools; there are more challenges to textbooks in literature, reading, history, social studies, science, and health courses. In 1982, there were fewer than 30 incidents aimed at the school curriculum. During the 1986-1987 academic year, that figure has risen alarmingly, to nearly 100 curriculum-related incidents.

The attack does not stop at textbooks. Concepts and ideas are now the objects of censorship campaigns. There has been a widespread assault on classroom discussions of subjects such as the changing role of men and women in our society, international issues, suicide, divorce, world religions and cultures, and students' personal or political sentiments.

Courses that teach personal responsibility and decision making have increasingly come under attack; in 1982-1983, there were 9 objections to such programs, but in 1986-1987, the number had risen to 34. Sex education and health courses are often specific targets. In 1982-1983, these courses accounted for 7 incidents; in 1986-1987, for 27 incidents.

Censorship has become more organized and more effective. Although there have been scattered incidents over the past five years involving challenges from civil rights or environmental organizations, for example, most of today's censorship attempts reflect the influence of the far right. Organized far right groups play an increasing role. In 1982, 21 percent of the incidents were backed by such groups; this year, the figure was 35 percent.

In 1982, the most active textbook censors were Mel and Norma Gabler, of Longview, Texas. Through their organization, Educational Research Analysts, they disseminate "textbook reviews," ideological screenings that encapsulate the far right education agenda. They have been especially successful in Texas, where they have exploited the state textbook adoption process to further their aims.

Since then, the Gablers have been joined by Phyllis Schlafly's Eagle Forum, Beverly LaHaye's Concerned Women for America, Pat Robertson's National Legal Foundation, and Citizens for Excellence in Education. These groups assist in censorship efforts locally and nationally. Two of the groups -- the National Legal Foundation and Concerned Women for America -- are funding the plaintiffs in the Alabama and Tennessee textbook lawsuits.

By far the most active group emerging over the last five years is Citizens for Excellence in Education (CEE), the activist wing of the National Association of Christian Educators (NACE). CEE wants "to bring public education back under the control of Christians." According to CEE's president, Robert Simonds, "There are 15,700 school districts in America. When we get an active Christian parents committee (CEE) in operation in all districts, we can take complete control of all local school boards." CEE's network of local chapters has flourished in communities nationwide, and its members were involved in more censorship attempts in the past two years than all other national far right groups combined.

The influence of the far right can be seen in the use of common strategies and language that permeate censorship activity around the country. This "language of censorship", including such phrases as "secular humanism," "values clarification," "globalism," and "creation science," is increasingly used to challenge educational materials. These terms arise in censorship incidents across the curriculum and across the country -- this year appearing in more than half the incidents.

"Secular humanism" is the all-purpose objection used most frequently by the far right to attack books and curricula. Long the far right's favorite catch-all objection, it was used this year by a federal judge in Mobile, Alabama, to justify banning 44 social studies and home economics textbooks from the public schools. Over the past five years, the charge of "secular humanism" has been raised in 27 states and in every region of the country.

Finally, not only has there been an increase in censorship attempts over the past five years, there has been a troubling increase in the censors' "successes." In 1982, 26 percent of the incidents ended in the banning or restricting of the challenged materials. This year, 37 percent of the incidents resulted in banning or restriction.

CENSORSHIP ACTIVITY

	1982	1987
Total Censorship Incidents	57	153
Attacks on Curriculum	27	93
Incidents Backed by Groups	12	54
Incidents Resulting in Censorship/Restriction	15	57
Incidents Involving "Language of Censorship"	9	77
Attacks on Personal Responsibility Courses	9	34
(Sex education only)	7	27

CENSORS IN ACTION:
THREE CASE STUDIES

Although numbers can outline a problem, they cannot tell the story of how censorship affects the communities and people involved. Censorship attempts can exact a tremendous toll, in energy, trust, and cohesiveness. Ultimately, students are the losers, as the resources and attention of school personnel are diverted to the fight. These case studies show how censorship attempts develop, the influence of the far-right groups, and the importance and effectiveness of community efforts to counter censorship.

WISCONSIN: Fighting Censorship in Milwaukee

The West Allis and South Milwaukee school districts have been a focus of censorship activity over the past three years.

The first curriculum controversy in the West Allis schools occurred in 1984. A parent demanded that the schools ban *Vision Quest*, a novel by Terry Davis, calling the book "vulgar and not necessary for education." The book was removed from circulation. After it was read by a review committee, it was made available again, but only to students 18 years of age and older or those given written parental permission.

The next target of objections was a textbook, *Understanding Psychology*, criticized for not upholding "traditional family values" and for promoting "secular humanism." Objections were also raised to the textbook *Sociology*, for its "unbalanced treatment of capitalism and Marxism." Behind these two challenges were the school board's vice president and a group called Christians Against Secular Humanism. The combined pressure led the school board to vote to ban both books from the district's classrooms.

The school board vice president was involved in numerous efforts to censor educational materials again during the 1986-87 academic year, charging that the schools were promoting "secular humanism." He complained, for example, that creationism was not being taught in science class. He also requested that the school board distribute to parents a packet of information provided by Phyllis Schlafly's Eagle Forum. The packet included a list of subjects that should not be discussed in the classroom without written parental permission, including drugs and alcohol, nuclear war, interpersonal relationships, the roles of males and females, and theory of evolution. The board voted against the mailing.

Reviving the complaint against *Vision Quest*, the school board vice president pushed for the book to be completely banned from the school. Admitting that the district's only copy of the book had disappeared from the library, he said that the school policy was not restrictive enough. "My actions tonight are to ensure that the book will never appear on our school library shelves," he said during a November, 1986, school board meeting. "As long as we keep it in our libraries," he continued, "we accept that type of book." He also led a campaign to ban two books of poetry by Shel Silverstein, *Where the Sidewalk Ends* and *A Light in the Attic*, claiming that the poems inspired young people to "acts of violence, disbelief and disrespect."

In early December, 1986, the school board voted to ban *Vision Quest* from district schools by a 5-3 vote. The board, supported by a positive recommendation from a review committee, voted 6-3 to keep the Silverstein books in the school curriculum.

Most citizens who attended the December school board meeting spoke up against banning the books. "Censorship is more rampant today than it was 20 years ago," said the chairman of the Wisconsin Library Association's Intellectual Freedom Committee. "The fundamental right of free expression must be protected and

preserved." The growing support for the school and its programs came in part from the formation of an organization called Citizens Concerned About Public Education (CCAPE). The group has more than 70 active members, and has been actively countering censorship attempts and lobbying against local initiatives its members believe inhibit quality education in their schools.
In March, 1987, CCAPE helped defeat a so-called "privacy initiative" -- a local version of the federal Hatch Amendment -- often used to justify censorship attempts on the grounds that a book or course violates students' privacy.

In nearby South Milwaukee, CEE was organizing. The group held a meeting in June, 1986, to increase its membership in the Milwaukee area, at which the school board vice president from West Allis gave a speech, testifying that "secular humanism" was being actively promoted in the schools and must be challenged. He also encouraged CEE members to "skip all the channels" such as talking to the teachers, principals or librarians, and go "where the action is ... to the school board."

This year, the local CEE chapter was behind the demand that two novels by S.E. Hinton, *The Outsiders* and *That Was Then, This is Now*, be removed from the 8th-grade reading list in South Milwaukee. The two books, concerned with social relations among American teenagers, had both been on the reading list since the early 1970s. The co-director of CEE's local chapter said she thought the books exhibited "negativism" and promoted "pessimism to the utmost."

The teachers in South Milwaukee resisted. Defending the Hinton novels, one teacher explained that the books encouraged students to read. "This is a book they will read," says one teacher, "it grabs them ... I have had students tell me it is the only book they have ever read cover to cover." Other teachers agreed, saying that the novels have a good influence on students, because they deal constructively with sensitive issues such as prejudice, loyalty, and lack of communication.

The confrontation ended when the English teachers decided to keep the books on the 8th-grade reading list, but agreed to add more books to the list. No student would be required to read either book for regular or extra credit. The school board voted to uphold this compromise.

Responding to the increased censorship activity encouraged by the CEE chapter, the South Milwaukee school system set up uniform district policies on selecting instructional materials and dealing with public complaints about curriculum. According to a school board member, the policies are intended to show that parents "have a right to bring objections."

GEORGIA: Escalating Attacks in Gwinnett County

Events in Gwinnett County, a suburb of Atlanta, illustrate how the presence of national far right groups has led to ever-broadening criticisms of the school curriculum and to escalating tactics, including threats of a lawsuit.

The first major controversy in Gwinnett took place in 1985 and involved demands to ban Judy Blume's novel, *Deenie*, a story about a 13-year-old girl with a spinal disorder. A group of parents argued that the book should be banned, due to "obscene" language and discussion of topics such as menstruation. The Gwinnett County School Board gave them a partial victory, voting 4-1 to remove the book from the elementary schools, but to keep it in the middle and high schools.

The parent who had complained about *Deenie* organized a group called Concerned Citizens of Gwinnett (CCG) to press for further restrictions. One of their initial steps was a plan to go to all of Gwinnett's schools to screen their books and curriculum. CCG wanted to restrict discussions on a broad range of subjects such as nuclear war, evolution, marriage, and global issues. They also objected to the writing of personal journals and vowed to demand that books that dealt with

sex, drugs, the occult, and communism be placed on a restricted shelf in each library.

In response to the initial book banning, more than 200 people gathered at a local high school to protest the school board vote, and to organize against future restrictions on the curriculum. Most people who came insisted that the vote did not reflect the community's sentiments. As one community member put it, "The decision was not made on the merits of the work, but because of sheer pressure."

The Gwinnett school superintendent warned that the controversy was damaging the reputation of the schools and leaving teachers afraid to discuss topics that might raise the ire of the critics. Schools should accommodate children whose parents object to particular activities, he said, but they cannot adjust the system's entire curricula to match religious beliefs. "We are going to be religiously neutral," he said. "That is the only way we can serve this beautifully culturally diverse nation and protect everyone's rights."

Although the school board voted to reject a systemwide restricted library shelf for books that some parents found objectionable, members of Concerned Citizens of Gwinnett vowed to continue the fight to keep "secular humanism" out of the schools, and to find "every taboo book in Gwinnett County and bring it before the board." The group said they would use critiques of the books by Mel and Norma Gabler's Educational Research Analysts to determine which ones were objectionable.

In December, 1985, CCG filed a formal complaint against Norma Klein's novel *Confessions of an Only Child*, urging its removal from the schools' library shelves because of the use of profanity. The school committee voted against the move, however, saying the book had literary merit.

By this time, the group that had first opposed *Deenie* had joined hands with Citizens for Excellence in Education. What was already an active censorship campaign was thus fueled by the backing of a national group on the far right, bringing broader demands and more sophisticated tactics.

Responding to the continuing efforts to ban or restrict books, a group called the Georgia Coalition Against Censorship (GCAC) was formed. GCAC was kept busy during the 1986-1987 academic year, as challenges multiplied, including a poetry book by Lillian Morrison called *Remember Me When This You See*; *Jaws* by Peter Benchley; *Rainbow Jordan* by Alice Childress; and *Running Loose* by Chris Crutcher. CEE challenged a novel entitled *Go Ask Alice*, and requested that *Young Miss* magazine be banned from the schools. CEE members also wanted "Peace, Harmony, and Awareness," a relaxation tape, removed from the schools, as well as any sex education courses, especially those mentioning AIDS.

By January, 1987, CEE claimed about 200 members in Gwinnett County, was meeting regularly, and publishing its own newsletter. In March, 1987, the group challenged an entire language arts series of textbooks, asking that some of the books being considered for adoption be rejected because they dealt with such topics as death, the occult, mythology and witchcraft. Specific objections were raised to references to equal pay, world hunger, the game "Dungeons and Dragons," and Gloria Steinem. One parent, complaining that the books had a heavy feminist and minority theme, asked, "Where is the white male?" The board voted to adopt the textbooks and CEE has said they will file a lawsuit, based on the decision in the *Smith v. Board* "secular humanism" case.

Over a three-year period, Gwinnett County has seen a steady escalation of attacks on its public school system. The censors have gone from objecting to one library book to demanding that a major part of the schools' core curriculum be rejected. Their criticisms have broadened from claims of obscenity to charges that many of the books, courses, and ideas being taught in the classroom are unacceptable on religious and ideological grounds.

MONTANA: Gutting the Curriculum

In Lolo, Montana, a town of 2,000 people, a small, vocal group of fundamentalist parents has successfully challenged courses and programs integral to the school curriculum. Behind their demands is a simple dictum: schools should only teach "the basics," and not expose children to new ideas, new programs, or controversial books. The result has been a watered down curriculum.

The first hint of controversy came last fall, when several parents objected to a reading series published by Houghton Mifflin because it did not emphasize phonics, the approach endorsed by Phyllis Schlafly's Eagle Forum and one of the parents had read some Eagle Forum materials on the subject. The parents pushed for the Phonics First set of textbooks instead, although the teachers resisted. The books are "too narrow," complained one teacher. Reading is not just learning a set of sounds, she explained, it's a "thinking skill" as well. The school board, however, acquiesced to the parent group's demand for the Phonics First series.

The next object of criticism was a program of interdisciplinary team teaching in the middle school. It was an innovative program, and one that the Lolo teachers were proud of. The teachers taught a Justice Unit, for example, in which the students wrote and staged a mock trial for the school. But a group of parents opposed the team teaching, saying it was promoting "communism," and took time away "from the basics." The school board voted to end the team teaching program.

Student writing journals were also attacked. The English teacher was accused of teaching "pornography and smut" because some students had used the words "lewd" and "sex" in their journals. The parent group criticized the journals because they encouraged students to write "anything that comes to their mind." But while the journals were criticized for being a "waste of time" and having "no constructive value," the teacher argued that they encouraged the students to write. The journals, too, were banned by the school board.

A program called "Sharing and Caring" also became the target of objections. The course was designed to help the children express their feelings and ask questions about their changing lives, but the parents claimed that it was an effort to "invade family privacy." Last year, the school board again bent to pressure, and the program was cancelled.

One of the most vehemently debated issues at Lolo was a grant from the National Education Association. Lolo Elementary was one of 20 schools in the country chosen to receive the NEA's "Mastery in Learning" grant, but when the news was made public, an advertisement appeared in the *Missoulian* paper charging that the "Mastery in Learning" program interfered with students' rights in the classroom. The advertisement accused the program of being one of the reasons "that the Department of Education held special hearings across the United States concerning students' rights in the classroom." The key source of information for the advertisement was Phyllis Schlafly's *Child Abuse in the Classroom*, excerpts of hearings held around the country on the federal Hatch Amendment.

Teachers saw the grant, which would have provided resources to create a new curriculum, as an exciting challenge to improve the academic standing of the school. But pressure to oppose the grant mounted and the school board voted to turn down the grant.

In response to the inroads made on the curriculum in the Lolo schools, other parents have begun to take a more active role, publicly supporting the teachers and the school. Wider community involvement helped overcome an effort to rewrite the library policy to make it easier to remove controversial books. A group called Missoula Citizens for the American Way (MCAW) has formed and become involved in the schools.

Events of the last year, however, have left the Lolo schools damaged. Teachers complain about a climate of fear that makes them overly careful about what they teach and the books they assign. One Lolo teacher noted sadly that a small group of parents had been able to eliminate "what is most important about education ... teaching students to think and to be open to new ideas." The schools, which had for a number of years introduced innovative academic programs and activities, have been, as another teacher puts it, "destroyed."

FAR RIGHT GROUPS

The five groups described below are part of a larger network that shares a common political agenda and ideology. These groups have chosen public education as a vehicle for promoting their agenda and are most active in organized censorship efforts across the country. They are united by the belief that public schools should adopt their sectarian views and abandon efforts to teach children to think critically and independently.

Citizens for Excellence in Education

Background

Citizens for Excellence in Education (CEE), founded by Dr. Robert Simonds in 1983, is the activist component of the National Association of Christian Educators (NACE). Both organizations have headquarters in Costa Mesa, California, and claim a combined membership of more than 30,000.

Among the stated goals of NACE/CEE are "to bring public education back under the control of Christians ... and to return faith to our public schools," as well as "to change the atheist dominated ideology of secular humanism in our schools' texts, curriculum, and teachers' unions." They also want to remove from textbooks "all teachings of secular humanism" and to teach creation science with evolution as "a two-model curriculum on origin."

New Focus on School Board Elections

CEE has become one of the most active groups working to censor books, educational material, and courses in public schools. Recently, CEE has added a new priority: electing its members to school boards around the country. According to CEE president Robert Simonds, "There are 15,700 school districts in America. When we can get an active Christian parents' committee (CEE) in operation in all districts, we can take complete control of all local school boards. This would allow us to determine all local policy; select good textbooks, good curriculum programs, superintendents and principals. Our time has come!" As part of their national organizing efforts, NACE/CEE reproduce and circulate material from Mel and Norma Gabler's Educational Research Analysts, Phyllis Schlafly's Eagle Forum, and the *Family Protection Report* of Paul Weyrich's Free Congress Research and Education Foundation.

Censorship Efforts

People For the American Way's 1985-1986 censorship report revealed that NACE/CEE initiated more censorship incidents in schools and libraries than any other organization. CEE-sponsored activities that year included campaigns to ban a home and career skills course and classroom discussions of nuclear war in New York for promoting "secular humanism"; Shakespeare's "Macbeth" in Colorado for placing too much emphasis on "death, suicide, ghosts and Satan"; a social science textbook in Oregon because it was "inappropriate and controversial"; and a drug and alcohol abuse prevention program in Washington state for teaching "secular humanism."

During the 1986-1987 year, CEE escalated its censorship activities and continued to organize local chapters around the country. Among this year's CEE activities were campaigns to censor language arts textbooks in Gwinnett County, Georgia, and a reading series in Phoenix-Talent, Oregon. CEE also organized efforts to ban the novels *Unicorns in the Rain* and *Bony Legs*, a drug awareness program called "Project Charlie," and a teacher's guidebook entitled *Discovery*.

The Eagle Forum

Background

The Eagle Forum was founded in 1972 by Phyllis Schlafly, a prominent far right activist who played a key role in the anti-ERA movement. The Eagle Forum claims to be a "pro-family organization which provides a positive alternative to women's lib." It advocates school prayer, a balanced budget amendment, anti-abortion legislation, the Strategic Defense Initiative, and aid to the Nicaraguan contras. Phyllis Schlafly is an author, a syndicated columnist, and a frequent commentator on radio and television broadcasts. Schlafly serves on the board of governors of the Council for National Policy, a think tank founded by Rev. Tim LaHaye. She is also a "Special Friend" of the American Life League, a prominent anti-abortion group.

Censorship Efforts

Eagle Forum's censorship efforts often focus on the Hatch Amendment which requires schools to obtain parental permission before conducting psychological or psychiatric tests. Although it applies only to federally funded programs, the Eagle Forum frequently uses the Hatch Amendment to justify attacks on a broad range of curricula involving evolution, the occult, drug abuse, and nuclear war, and classroom activities such as open-ended discussions and writing personal journals.

Over the past five years, Eagle Forum has been behind numerous local censorship cases, including an effort in Hillsboro, Missouri, to ban John Steinbeck's *Of Mice and Men*, the film of Shakespeare's "Romeo and Juliet," and Shel Silverstein's book of poetry, *A Light in the Attic*. Eagle Forum members asserted that these works violate the Hatch Amendment. Other cases include:

*Oregon: Eagle Forum members charged that a guidance and counseling program promoted "secular humanism" and called for its cancellation.

*Louisiana: The president of a local Eagle Forum chapter objected to two textbooks up for adoption, saying that they encouraged students "to question authority."

*New York: Eagle Forum members tried to cancel a drug and alcohol abuse prevention program, claiming that it encouraged a "usurpation of traditional family values."

*Maine: Eagle Forum orchestrated a campaign to cancel a curriculum on personal safety, claiming that it violated the Hatch Amendment and promoted the teaching of "secular humanism."

Attacks on AIDS Education

Recently, Schlafly and the Eagle Forum have extended their usual objections to include the subject of AIDS education in the public schools. According to Schlafly, "the facts of life can be told in 15 minutes." She calls Surgeon General Everett Koop's program to get information about AIDS into the schools the "teaching of safe sodomy." Schlafly and the leaders of other "pro-family" organizations sent a letter to Koop, claiming that "no school has the right to teach or discuss sexual acts or devices, or nonmarital sexual lifestyles ... because this could be a violation of the First Amendment rights" of students.

Concerned Women for America

Background

Concerned Women for America (CWA) is a national women's organization founded in 1979 by Beverly LaHaye, wife of televangelist Tim LaHaye. CWA, which calls itself the "pro-family" alternative to the National Organization for Women (NOW), claims over 500,000 members. In 1985, CWA had an annual budget of $4 million, and a staff of 22 people.

Beverly LaHaye, president and founder of CWA, is a "Special Friend" of the American Life League, and served on the board of Pat Robertson's Freedom Council until it folded in

1986. She is the author of several books, including *How to Develop Your Child's Temperament*; *On This Day* (co-authored with Michael Farris); and *The Act of Marriage* (a sex manual for Christians, co-authored with Tim LaHaye).

Rev. Tim LaHaye, Beverly's husband and the chairman and president of the American Coalition for Traditional Values (ACTV), was formerly a board member and vice president of the Moral Majority. Rev. LaHaye believes that "the humanists literally control most of our public schools from kindergarten through the university... they control our national government bureaucracy, most of the media and many of the organizations that get the greatest amount of coverage in our press and on TV, like NOW, ACLU, SIECUS, NEA, the Gay Taskforce, to name just a few."

The LaHayes co-hosted "LaHayes and Family Life," a cable television broadcast which grew out of the "Family Life Seminars" they conducted across the country.

Michael Farris currently serves on the board of governors of CWA's Education and Legal Defense Foundation. Farris is the founder and president of the Home School Legal Defense Association. The organization mounts litigation to remove state requirements concerning educational equivalency for "home schools", including teacher certification, health and safety requirements, and licensing. He also serves as Treasurer of the National Committee to Draft Pat Robertson for President. Farris formerly served as the executive director of the Moral Majority in Washington state, where he argued a lawsuit against Gordon Parks' award-winning novel, *The Learning Tree*, for promoting "secular humanism." The suit was dismissed by the U.S. Court of Appeals in 1982.

Activities

CWA supports state-sponsored prayer in public schools, anti-abortion legislation, private school tuition tax credits, aid to the contras in Nicaragua, and Strategic Defense Initiative. It opposes sex education, the Equal Rights Amendment, and curricula which it believes promote "secular humanism" in the schools.

CWA has created a "prayer/action" network, the main focus of which is the "535" Program which encourages CWA members to lobby Congress. CWA distributes a pamphlet called "How to Lobby From Your Kitchen Table" and offers its members lobbying workshops at CWA's annual conventions. The organization also publishes a Congressional voting record and monthly newsletter.

CWA's Third National Convention, held in September, 1986, featured Pat Robertson, Phyllis Schlafly, Linda Chavez, Dr. D. James Kennedy, and Lt. Col. Oliver North. The 1987 convention will feature Senator Jesse Helms, Dr. and Mrs. John Willke of National Right to Life, Tim LaHaye, and Kay Arthur of Precept Ministries. Secretary of Transportation Elizabeth Dole, Soviet emigre poet Irina Ratushinskaya, and all presidential candidates have also been invited to speak.

Censorship Efforts

This year, CWA's Education and Legal Defense Foundation funded the plaintiffs in the *Mozert v. Hawkins County* lawsuit in Tennessee; Michael Farris, (former General Counsel for CWA) defended the plaintiffs. Over the past two years, CWA has been involved in a number of censorship cases in public schools. These cases include:

*Maryland: Efforts to ban *Catcher in the Rye* in Howard County school libraries because of "obscene, vulgar language."

*Ohio: Attempts to remove a K-12 health curriculum in Springfield due to charges of "secular humanism" and "values clarification."

*Texas: Objections to a proposed bill in the legislature that would require prospective teachers to take a course in human reproduction and family life as part of teacher education in public universities. CWA's objection to the

proposal was that it would lead students to "dwell on sex."

National Legal Foundation

Background

The National Legal Foundation (NLF), founded by Pat Robertson in 1985, is funding the plaintiffs in the Mobile, Alabama, "secular humanism" lawsuit, *Smith v. Board*. Pat Robertson referred to the case as a "landmark move for religious freedom for Christian people and we are going to see that followed up in state after state because we can challenge those people in every single state they're doing it. It's unconstitutional and it's wrong."

Formerly known as the Freedom Council Foundation, NLF is affiliated with the Christian Broadcasting Network. Pat Robertson created the organization because "there's a radical re-shaping of the concept of marriage, the concept of family, and the concept of God and man. And this is being done with the taxpayer's money ... Now how are we going to stop it? Well, we're going to do it, one, through the courts, because the courts have been used against those with traditional values. Now we're going to use them in our favor. That's why we founded the National Legal Foundation. Seven hundred lawyers participating nationwide. We want it to grow much, much larger."

NLF states that its purpose is to mount "an effort to project a common legal philosophy designed to reclaim the rule of law in the United States based upon Biblical principles."

Activities

NLF initiates litigation, formulates legal strategies and provides information to its members. In addition to backing for plaintiffs in the Alabama "secular humanism" lawsuit, NLF has been involved in cases concerning equal access on campuses, school prayer, home schooling, and the teaching of evolution in the public schools.

Ideas

Pat Robertson claims that "The humanism that is being taught in our schools, media and intellectual circles will ultimately lead people to the Anti-Christ, because he will be the consummate figure of humanism."

He sees the public schools as especially dangerous. As he explained on his "700 Club" television program: "The state steadily is attempting to do something that few states other than the Nazis and the Soviets have attempted to do, namely to take the children away from the parents and to educate them in a philosophy that is amoral, anti-Christian and humanistic and to show them a collectivistic philosophy that will ultimately lead toward Marxism, socialism and a communistic type of ideology."

Robertson also has an unusual interpretation of the U.S. Constitution. Again, on the "700 Club," he stated: "The Constitution of the United States, for instance, is a marvelous document for self-government by Christian people. But the minute you turn the document into the hands of non-Christian people and atheistic people, they can use it to destroy the very foundation of our society. And that's what's been happening."

Educational Research Analysts

Background

Educational Research Analysts (ERA) was founded in Longview, Texas, in 1973 by Mel and Norma Gabler, a retired Exxon clerk and a housewife. ERA is best known for its textbook reviews, which are a prime source of materials and encouragement for censorship efforts around the nation. The Gablers have worked with American Life Lobby, Eagle Forum, National Association of Christian Educators/Citizens for Excellence in Education, Christian Broadcasting Network University, Concerned Women for America, and Free Congress Research and Education Foundation, among others. The Gablers testified as expert witnesses for the plaintiffs in the *Mozert v. Hawkins County* textbook trial.

Censorship Efforts

Every year, the Gablers testify at the Texas state textbook adoption proceedings. Over the past decade, they have been successful in persuading publishers to modify books to meet their demands. In their wide-ranging testimony, the Gablers have criticized biology textbooks for discussing the theory of evolution, sociology textbooks for not teaching "moral absolutes" and for encouraging students to come to their own conclusions, and home economics books for supposedly espousing the idea that "Biblical standards and moral values do not apply." The Gabler view of history is suggested by this explanation by Mel Gabler on a PBS broadcast in 1982:

"One thing that we have to consider in the American history [books] is that so much emphasis is put upon so many of the minorities. The great majority of Americans are being short-shrifted throughout American history. . .And then Mrs. Rosa Parks, now I believe this was put in to get the woman mentioned. I think to resurrect people that were hardly known and give them predominant space is not fair to the great men who did accomplish something in this country."

Ideas

The Gablers believe that the public at large, through the public schools, is being indoctrinated in the "godless religion of secular humanism." According to the Gablers, one can recognize "humanism" wherever one finds "evolutionary dogma, self autonomy, situation ethics, Christianity negated, sexual freedom, total reading freedom, death education, internationalism, and socialism."

School textbooks are the primary source of today's declining morality, according to the Gablers. They told the *New York Times* that "if all the problems of our world were suddenly resolved, but textbooks remained unchanged, most of these same problems would soon return, because of what is being taught our children in classrooms." On William Buckley's "Firing Line," the Gablers said, "We feel and believe honestly that until textbooks are changed, all these rising rates of crime and illiteracy and vandalism and promiscuity, VD, so forth, they'll never be solved as long as we're teaching our children the present value system, because the schools are teaching values diametrically opposed to the values upon which our nation was founded."

One reason that "secular humanism" must be censored from the schools, according to the Gablers, is that it teaches students that they can make independent judgments and decisions. Thus, they criticized the Holt, Rinehart and Winston readers in the Hawkins County trial because "these stories leave the door open for children to believe their own authority... If everybody read them, it could lead to anarchy."

THE LANGUAGE OF CENSORSHIP

Secular humanism. Creationism. Globalism. Values clarification. The terms have become familiar, discussed on national news shows, the subject of editorials in small towns and big cities, part of our national vocabulary. Recurring with increasing frequency, these phrases are used as the basis for a general attack on public education and for specific attempts to ban books, programs, and ideas from public schools.

These terms have several things in common. First, most can ultimately be traced to the literature and pronouncements of several national groups -- Beverly LaHaye's Concerned Women for America, Phyllis Schlafly's Eagle Forum, Pat Robertson's National Legal Foundation, The National Association of Christian Educators/ Citizens for Excellence in Education, and Mel and Norma Gabler's Educational Research Analysts.

Second, these terms are used without any attempt at precision. Their very vagueness -- one critic compared defining secular humanism to nailing jello to a tree -- is their great virtue. They are broad enough to encompass most any subject, and are used to challenge any materials, methods, and ideas found objectionable. Like Humpty Dumpty in *Alice's Adventures in Wonderland*, those who adopt this language apparently believe that a word means "just what I choose it to mean -- neither more nor less."

Finally, these terms have a common purpose: to oppose teaching children to think critically and independently, to understand different views and beliefs, and to appreciate the diversity of our society.

This new language of censorship is the far right's arsenal for their attack on public education. It appears in small rural communities, major cities, and suburbs. It is used by organized groups and by individuals. And it has become an effective tactic for creating confusion and fear in communities across the country. Underlying the use of this language is the effort to ban books, often in the guise of asserting "parents' rights" or the need for "balanced treatment," and to push public schools toward sectarian teaching.

Below is a glossary of the most common terms that make up the language of censorship, with an explanation of how they are most often used.

Secular Humanism

Secular humanism is the broadest and vaguest accusation leveled at public education; its definition lies in the eyes of the beholder. In Mobile, Alabama, it was successfully used to ban forty-four history, social studies, and home economics textbooks in use in public schools. In the court case known as *Smith v. Board*, Judge W. Brevard Hand declared secular humanism a "religion" pervading the textbooks in Mobile's public schools; judicial book banning was the remedy.

The list of materials charged with advancing secular humanism is long and diverse, including "Macbeth," Hemingway's *A Farewell to Arms*, Steinbeck's *The Grapes of Wrath*; health and social science textbooks; and sex education and drug and alcohol abuse prevention programs. A widely distributed pamphlet from the Texas-based Pro-Family Forum, entitled "Is Humanism Molesting Your Child?", lists topics that promote secular humanism: ecology, racial equality, poverty, free enterprise, war, death, and others.

The Gablers describe secular humanism as "faith in man instead of faith in God" and claim that it "promotes situation ethics, evolution, sexual freedom, including sex education courses, and internationalism." And televangelist Pat Robertson warns: "You're being hunted down by those who are essentially atheists, those who embrace so-called secular humanism. They hate religion, they hate Christianity, they hate the

Bible because the Bible is truth and they don't like the truth."

The term is commonly used to object to views labeled "ungodly," "anti-religious," or "anti-Christian"; to materials that do not teach "moral absolutes"; and to the teaching of independent thought and personal responsibility. But its vagueness makes it a flexible and convenient catch-all charge against a variety of topics and materials.

Creationism

Objections to the teaching of evolution are often accompanied by demands for the teaching of creationism. Science classes and texts are the usual -- but not the only -- targets of this criticism. Objections have also been raised, for example, to an elementary reading series for containing stories about prehistoric animals that suggest an evolutionary process.

Attempting to redefine a religious belief in secular terms, opponents of the teaching of evolution have tacked the adjective "scientific" onto the term creationism. They then argue for "balanced treatment" -- the teaching of both evolution and creationism in science classes. Alternatively, they insist that evolution be taught as "theory, not fact," a demand that reveals a misunderstanding of what a scientific theory is. In a recent ruling in the *Edwards v. Aguillard* case, the Supreme Court decisively rejected this line of thought, highlighting the clearly religious intent behind a Louisiana law requiring the teaching of creationism.

One unfortunate result of the attacks on evolution has been inadequate treatment of the subject in biology textbooks. A recent study by People For the American Way revealed that half of the biology textbooks reviewed contained a diluted account of evolution and one-sixth of the books didn't even mention the subject.

Values Clarification

Originally the name of a specific approach to the teaching of values, this term has been adopted by the censors to criticize teaching and materials that encourage children to analyze and come to their own decisions about a variety of issues. It is often used interchangeably with the term "situation ethics." This criticism is based on opposition to the notion of autonomy -- that people must take responsibility for their decisions -- and the insistence that Biblically-based moral absolutes be taught. In the *Mozert v. Hawkins County* case, for example, stories were criticized if they did not "define in Biblical terms what values the student should accept."

Sex education, drug and alcohol abuse prevention, and decision-making skills programs have been charged with teaching values clarification or situation ethics, as have such activities as role playing and open-ended discussion. But even mathematics can be dangerous, according to the Gablers: "When a student reads in a math book that there are no absolutes, suddenly every value he's been taught has been destroyed. And the next thing you know, the student turns to crime and drugs."

The term is used to oppose any kind of debate or classroom exchange that gives students the chance to express their own thoughts and feelings or to wrestle with ambiguous or controversial topics. As the Gablers put it: "Allowing a student to come to his own conclusions about abstract concepts creates frustration ... And concepts ... well, a concept never will do anyone as much good as a fact."

Invasion of Privacy

This charge is a legacy of the Hatch Amendment that requires parental permission for any federally funded psychological or psychiatric testing in schools. Phyllis Schlafly and the Eagle Forum encourage a broad interpretation of the Hatch Amendment, claiming falsely that it gives parents veto power over a host of educational activities.

Most of these activities, which include sex education and counseling programs, student journals, role playing, and open-ended discussions, are now challenged for invading student privacy, despite the fact that they are not federally funded and do not fall under the Hatch regulations. Like the objection to values clarification, the invasion-of-privacy charge is most often leveled at activities that permit children to discuss their own thoughts, beliefs, and feelings.

Globalism

This term refers to materials or activities that place the United States in an international context, encourage children to understand other nations and cultures, and adopt an international perspective on issues. "Globalism" is often used to attack discussion of issues that have global implications -- for example, war, world population, world resources, and poverty.

Objections to global education generally take two forms. One is that it fosters a belief in "one-world government," the diminishing of national sovereignty, and emergence of a "planetary society." Themes of international cooperation and interdependence are objectionable. In *Mozert v. Hawkins County*, one of the plaintiffs argued that a global approach to such problems as pollution and conservation of resources "denies that there is a God in control of the world." She argues further that she didn't want her children to "have a sense of themselves as individuals and participants in a national or world community." The plaintiffs opposed numerous elementary textbook stories that discussed international problems: "This is exposing the children to the concept of planetary problems needing to be addressed on a planetary level...It makes them susceptible to the idea that we have got to come together for survival."

The other form of objections to globalism is that it is unpatriotic, anti-American, and fails to take an explicit anticommunist stance. Gary Bauer, former undersecretary of education and presently President Reagan's chief advisor for domestic policy, sums up this objection: "It's not enough that values be taught, that textbooks demand closer scrutiny, that our children be inoculated from the evils of communism...A case can be made that part of the problem resides in our textbooks -- textbooks that are quick to be hyper-critical of American institutions while glossing over the core imperfections inherent in totalitarianism."

The Occult

Activities that mention witches, goblins, magic, satan, or the supernatural have come under attack for "teaching the occult" and promoting "satanism," thereby violating the religious beliefs of students. This term has been used to challenge books, stories, and such activities as a school Halloween party, a school mascot called the Sun Devil, and a fortune-telling booth at a high school fair.

Usurping Parental Authority

This phrase is often used interchangeably with "violating family values," "disrespect of authority," "undermining the values of the home," and "failing to teach traditional values." It is used to criticize educational activities or materials that teach children how to think for themselves, that discuss or depict disobedience to parents or family conflict, or that fail to show children being punished for misbehavior.

Objections have been raised, for example, to a short story that described a child making his own decision rather than following parental instructions and another that described an angry child running away from home. These materials, it was charged, promote "self authority ... rebellion toward God and toward His principles." *Lord of the Flies* was challenged because it "does not represent the values of the home," and a reading series for first through third grades was criticized for teaching "disrespect for parents."

Negativism

Educational materials and activities have come under attack for being negative and

depressing. "Negativism" is a catch-all term used to object to classroom activities that reflect unpleasant aspects of history or contemporary society.

This criticism has embraced such diverse subjects as teenage suicide, discussions of death, exploration of the confusions of growing up, and examination of such issues as nuclear war, poverty, slavery, and the Holocaust. As Phyllis Schlafly argues, "the word 'worry' should have no place in the classroom." An audiotape used in sectarian schools to teach vocabulary affirms: "It's a sin to worry."

THE 50 STATE REPORT

1986 - 1987

This list of attacks on the freedom to learn is not inclusive, but rather a sampling of the kinds of challenges that occurred during 1986-1987. Only those incidents that were reported and subsequently documented by People For the American Way are included in this report.

* Indicates that challenged material was either removed or restricted.

ALABAMA

* **Incident:** **In Mobile, a federal court banned 44 history, social science, and home economics textbooks in use in the Mobile County schools because they promote the "religion" of secular humanism.**

Initiator: Federal Judge W. Brevard Hand realigned as plaintiffs those who had intervened in the *Wallace v. Jaffree* case to defend the Alabama school prayer law. Pat Robertson's National Legal Foundation supported the plaintiffs.

Resolution: Decision is being appealed.

Source: People For the American Way Legal Defense Fund.

ALASKA

Incident: **In Fairbanks, objections to required reading of Paul Zindel's *The Pigman* in high school English class, on "stylistic" grounds.**

Initiator: Parent.

Resolution: The book was retained.

Source: Alaska Library Association Intellectual Freedom Committee *Annual Report* (1987).

ARIZONA

Incident: **In Prescott Valley, objections to programs in values clarification and two books, *Values Clarification* by Sidney Simon and *100 Ways to Enhance Self-Concept in the Classroom* by Jack Canfield and Harold C. Wells, in use in fifth grade. Objections**

are that the programs and books downplay the role of parents as moral influences on their children and lead children to reject the parents' values.

Initiator: School board member, who refused to vote on school bond issues until secular humanism is eliminated from the schools.

Resolution: Faced with a developing recall campaign against him, the school board member resigned. No action taken regarding the programs or books to which he had objected.

Source: *Prescott Valley Tribune* (January 27, 1987; February 3, 1987).

Incident: In Glendale, objections to an elementary health textbook because it implies that one should see a doctor for certain illnesses, contrary to the objectors' religious beliefs. Opt-out of the class requested.

Initiator: Parent.

Resolution: The request to opt-out of the required health course was denied.

Source: Community member.

* **Incident: In Phoenix, objections to a textbook, *Composition and Applied Grammar: The Writing Process*, in use in a seventh grade English class, for promoting situational ethics and undermining traditional values. Removal urged.**

Initiator: President of Basic Educational Skills Taskforce, a local group calling for establishment of a "traditional" school.

Resolution: The book was retained, but parts of it were restricted.

Source: *The Arizona Republic* (April 29, 1987).

Incident: A bill (H 2095) was introduced in the state legislature to require that evolution be taught as a theory, not a fact.

Initiator: Rep. Gary Giordano, Phoenix.

Resolution: The bill died in committee.

Incident: A state version of the Hatch Amendment (H 2096) was introduced in the state legislature.

Initiator: Rep. Gary Giordano, Phoenix.

Resolution: The bill died in committee.

Incident: **Objections to textbooks used in the Mesa Public Schools due to deletion of the phrase "under God" from Abraham Lincoln's Gettysburg Address in fifth-grade social studies textbook, *The United States and Its Neighbors*.**

Initiator: State official.

Resolution: In response to inquiries from Arizona Governor Mecham's education liaison, the school district had copies of the Gettysburg Address including the phrase "under God" distributed to fifth-grade teachers, with the recommendation that they use that version rather than the one in the book. Spokesmen for Silver Burdett and Ginn, the publishers, said they chose to include one of five written drafts of the Address, rather than the spoken version that contained the phrase "under God."

Source: *The Arizona Republic* (May 15, 1987).

ARKANSAS

No challenges reported in Arkansas in 1986-1987.

CALIFORNIA

* **Incident:** **In Torrance, school officials banned a high school student literary magazine, "Reflections," because it contained two poems found objectionable by a teacher.**

Initiator: Teacher.

Resolution: The magazine was banned by school administrators and then republished without the two poems. Students appealed the decision to the school board, asking that the magazine be republished and redistributed with the two poems reinstated. Neither poem contained profanity, descriptions of sexual acts, or passages promoting drug abuse. The school board voted to have the magazine reprinted to include the two poems.

Source: *Torrance Daily Breeze* (June 18, 1986; June 19, 1986).

* **Incident:** **In Long Beach, a parent objected to two films in elementary school library, "The Headless Cupid" and "Banner in the Sky," because they discuss ghosts and teach about the occult.**

Initiator: Parent; Citizens for Excellence in Education (CEE) involved.

Resolution: The films were removed and then reinstated.

Source: *Los Angeles Times* (November 6, 1986); *Long Beach Press-Telegram* (December 19, 1986).

Incident: In Oceanside, students objected to a book called *The Popular History of Witchcraft* and a multivolume series called *Man, Myth and Magic* because they deal with satanism and the occult. Students wanted the books removed from the high school library.

Initiator: Students.

Resolution: The books were retained.

Source: *Los Angeles Times* (September 13, 1986).

Incident: In Moreno Valley, objections to Shel Silverstein's *Where the Sidewalk Ends* and *A Light in the Attic* in elementary school library because they encourage suicide and disrespect for parents and authority. Removal urged.

Initiator: Parent.

Resolution: The books were retained.

Source: *Riverside Press-Enterprise* (May 20, 1987; June 19, 1987).

Incident: In Moreno Valley, objections to Judy Blume's *Forever* and Robert Cormier's *The Chocolate War* in high school library, for being obscene, profane, and sexually explicit.

Initiator: Community group.

Resolution: Since no formal complaint was filed, no action was taken by the school district.

Source: *Riverside Press-Enterprise* (May 20, 1987).

* **Incident: In Tulare, objections to *Anastasia Krupnik* by Lois Lowry, in elementary school library, for objectionable language.**

Initiator: Community member.

Resolution: The offending phrase was covered up and the book remains in the library.

Source: American Library Association's *Newsletter on Intellectual Freedom*, March, 1987.

* **Incident:** **In Wasco, objections to the novels *Grendel* and *One Hundred Years of Solitude*, in use in twelfth-grade English class, for profanity and unsuitable language.**

Initiator: School personnel.

Resolution: The school district developed a policy requiring permission of all parents of students in the class for the book to be discussed, even though the teacher has long provided alternative readings to any student who objected. Since it has been impossible to obtain 100 percent parental permission, the books have effectively been banned from use. A teacher, student, and parent requested, and obtained, a court injunction forbidding the school from implementing this policy. However, in a later summary judgment, the court affirmed the right of the school district to implement such a policy. An appeal is being considered.

Source: *Wasco Tribune* (June 3, 1987).

Incident: **In Fresno, objections to participation in a high school sociology class because of "invasion of privacy" and violation of religious beliefs.**

Initiator: Parent.

Resolution: The parent filed a lawsuit, but the court ordered the parties to negotiate a settlement. The school offered to exempt the student from most of the course or permit her to take a psychology class instead; these alternatives were not acceptable to the parent. Further legal action is expected.

Source: County official.

* **Incident:** **In Ontario, objections to use of a Ouija board as an extracurricular activity in a sixth-grade class, for promoting the occult. As the controversy over the Ouija board continued, the same group of parents expanded their list of complaints to include slides, supplemental materials, textbooks "containing secular humanism," and Judy Blume's *Are You There, God? It's Me, Margaret*. They have also objected to a homeroom activity, "How to Be Successful in Ten Minutes," because it teaches character education, values, and self-esteem, all of which they claim should be taught at home.**

Initiator: Parents.

Resolution: The Ouija board was removed from the classroom, and a review committee appointed to investigate its instructional value. The Blume book was removed from classrooms and the library, and the homeroom period activity was retained.

Source: Member of People For the American Way; teacher; *Ontario Daily Report* (June 15, 1987).

* **Incident:** **In Diamond Bar, objections to Judy Blume's novel *Forever* in elementary school library, for being sexually explicit.**

Initiator: School personnel; student.

Resolution: The book was removed from the library.

Source: Community member.

COLORADO

Incident: **In Aurora, a teacher's guidebook used in the gifted program, Harry Stottlemeier's *Discovery*, was challenged for promoting "secular humanism." Removal of the book from the gifted program was urged.**

Initiator: Citizens for Excellence in Education (CEE).

Resolution: A school board committee voted to retain the book.

Source: *Aurora Sentinel* (June 4, 1986).

Incident: **In Durango, a sixth-grade confidence-building course called "Quest Skills for Adolescents" was under attack for prying into family life, promoting secular humanism, and violating the Hatch Amendment. Cancellation of the program was urged for all the elementary schools in Durango. Students could opt out of the program if parents felt it was too controversial.**

Initiator: Concerned Citizens for Educational Excellence, and other groups. Materials from the Gablers and from Phyllis Schlafly used to challenge the program.

Resolution: The program was retained at the elementary level, but a high school level counterpart to the program was rejected by the school board because of the controversy.

Source: *Durango Herald* (March 17, 1987; March 18, 1987).

Incident: **In Jefferson County schools, objections to *The Fragile Flag*, for portraying the government as "shallow" and "manipulative" and "lacking intelligence and responsibility." Book also accused of not promoting "children's respect for adults in authority," and for being "thinly disguised anti-nuclear-weapons propaganda." Removal from Jefferson County elementary school libraries urged.**

Initiator: Teacher.

Resolution: Teacher withdrew challenge because of media attention.

Source: *Denver Post* (November 1, 1986); *Rocky Mountain News* (October 30, 1986; November 20, 1986).

* **Incident:** **In Broomfield, objections raised and challenge filed to Barbara Cohen's *Unicorns in the Rain* in school library. Removal from public school libraries urged due to discussions about sex and harsh descriptions of a declining society.**

Initiator: Parent backed by Citizens for Excellence in Education (CEE).

Resolution: The school board removed the book from the elementary school, but allowed it to remain in the high school libraries.

Source: *Longmont Times Call* (March 8, 1986); *Denver Post* (October 30, 1986).

Incident: **In the Jefferson County Unified School District, objections to Joanna Cole's *Bony Legs* for its depiction of cannibalism, magic, witches, and goblins. Removal from the library was urged.**

Initiator: Parent affiliated with Citizens for Excellence in Education (CEE).

Resolution: The school board voted to keep the book in the library.

Source: *Rocky Mountain News* (November 25, 1986); *Longmont Times Call* (March 8, 1987).

Incident: **In Ft. Collins, challenges were made to an approach to teaching about international issues developed by the Center for Teaching International Relations (CTIR) at the University of Denver. This approach, which can be used in social studies, foreign language, reading, and history classes, was accused of being anti-American and unpatriotic, promoting "globalism," "values clarification," and "pacifism."**

Initiator: Teacher and local minister affiliated with Eagle Forum and Citizens for Excellence in Education (CEE).

Resolution: The school board voted to keep the teaching of international issues in the curriculum, but not to use the Center for Teaching International Relations program.

Source: *Fort Collins Triangle Review* (November 19, 1986).

Incident: **In Bennett, objections to a grant that would permit an elementary school principal and three teachers to attend a global education training session at the University of Denver's Center for Teaching International Relations (CTIR). Objections were that this would promote the teaching of communism, atheism, and other anti-American ideas.**

Initiator: Parents; Eagle Forum involved.

Resolution: The grant was rejected by the school board. Twenty-one of the district's sixty-five teachers have resigned, as has an elementary school principal.

Source: *Rocky Mountain News* (August 10, 1986); *Westword* (April 17, 1987).

Incident: "Project Charlie," an elementary school drug awareness program, is being challenged in Grand Junction, for using a "values clarification approach," having a "secular humanist viewpoint," and invasion of privacy.

Initiator: Grand Junction Citizens for Excellence in Education (CEE), using Phyllis Schlafly's *Child Abuse in the Classroom* and citing the *Smith v. Board* court case.

Resolution: The principal decided to keep the curriculum, but instituted a policy that students could opt out if they wished.

Source: *Grand Junction Daily Sentinel* (June 17, 1987).

CONNECTICUT

* **Incident: Objections to use of *The Supernatural Reader* in eighth-grade reading class in East Hartford because of graphic violence. Removal from reading class urged.**

Initiator: Community group.

Resolution: Principal removed the book from the reading class.

Source: *Hartford Courant* (March 20, 1987).

DELAWARE

Incident: In Townsend, objections to a fifth-grade reading textbook and *A Light in the Attic* by Shel Silverstein for failing to promote traditional values, discussing death and suicide, and containing references to witchcraft. Removal urged.

Initiator: Parents.

Resolution: The local school board voted to retain the books, a decision that was upheld by the state board of education.

Source: *State News* (March 20, 1987).

DISTRICT OF COLUMBIA

No challenges reported in the District of Columbia in 1986-1987.

FLORIDA

Incident: **In Starke, objections to *You Can Say No*, an elementary level library book aimed at preventing sexual abuse, because it depicted "unnecessary sexual exploration."**

Initiator: Parent.

Resolution: Book was reviewed by a committee of teachers, parents, elected school officials, and the librarian, which unanimously recommended retaining it. The school board also voted unanimously to retain the book.

Source: *Gainesville Sun* (March 17, 1987).

* **Incident:** **In Bradenton, objections to Terry Davis's *Vision Quest* in high school library because of sexually suggestive content.**

Initiator: Parent.

Resolution: The principal removed the book from the library and placed it on restricted access, requiring parental permission to check it out.

Source: *The Bradenton Herald* (January 26, 1987).

Incident: **In Bartow, objections to some 50 textbooks and other materials in use in the Polk County school system for promoting secular humanism and values clarification, undermining the family, and failing to teach "Christian values."**

Initiator: Community members.

Resolution: Objections pending.

Source: *Winter Haven News-Chief* (November 10, 1986; November 12, 1986; November 23, 1986).

* **Incident:** **In Tampa, objections to two books, *Chocolate to Morphine*, *Understanding Mind-Active Drugs* and *The Encyclopedia of Psycho-Active Drugs*, in junior and senior high libraries, for not portraying drugs in a negative light and therefore encouraging drug use.**

Initiator: Staff from office of former U.S. Senator Paula Hawkins.

Resolution: Teachers can still use the books for resource material, but students will not have access to them.

Source: *Tampa Tribune-Times* (November 16, 1986).

Incident: In Lakeland, objections to racism in *The Adventures of Huckleberry Finn*, used in high school honors English class.

Initiator: Lakeland NAACP is demanding that the book be removed from schools throughout the county.

Resolution: Pending.

Source: *Lakeland Ledger* (April 18, 1987).

* **Incident: In Lake City, objections to a high-school humanities textbook (*The Humanities, Cultural Roots and Continuities*, Vol. 1) for containing "bad language" and "offensive" passages in "The Miller's Tale" and "Lysistrata."**

Initiator: Parent and local minister.

Resolution: A lawsuit was filed against the Columbia County School Board after the book was removed from the class, then reinstated.

Source: *Lake City Reporter* (September 10, 1986); *Bradenton Herald* (November 26, 1986).

* **Incident: In Panama City, objections to supplementary books used in junior high school English class, including Robert Cormier's *I am the cheese*, Susan Beth Pfeffer's *About David*, and Farley Mowat's *Never Cry Wolf*. The books were labeled "profane" and "subversive."**

Initiator: Parent.

Resolution: The school board, in effect, "banned" some 60 books in an English class supplemental library by creating a policy that required all instructional aids to be approved by the superintendent before use in the classroom. This effectively prohibited use of the supplemental books until approval. The policy was later reversed, but *I am the cheese* and *Never Cry Wolf* remain banned. This incident has engendered an unusual amount of unrest in the community. Teachers defending the books have received death threats by phone and letter, and a TV reporter covering the incident had her apartment set afire. A lawsuit has been filed against the school board claiming that the First Amendment rights of the students have been violated.

Source: People For the American Way Legal Defense Fund.

* **Incident:** **In Springstead, objections to an issue of *People* magazine and a book entitled *The Beatles: An Illustrated Record*, for nudity, and to *Bloods: An Oral History of Vietnam*, for harsh language and graphic descriptions of war, in middle school library.**

Initiator: School principal.

Resolution: The principal removed these items from the library. The school librarian filed a grievance, but the principal's action was upheld by the school board. The American Civil Liberties Union is investigating.

Source: *Tampa Tribune* (May 17, 1987).

GEORGIA

* **Incident:** **Objections raised to putting on the play by Joel Chandler Harris called "Br'er Rabbit's Big Secret" to second graders at the Savannah-Chatham County schools because "the tar baby would be taken as a racial slur."**

Initiator: School administrators.

Resolution: The play was banned after one performance.

Source: *Washington Times* (December 12, 1986).

Incident: **In Benefield, objections raised to Lillian Morrison's book of verses and rhymes, *Remember Me When This You See*, because of inappropriate sexual references. Removal from the Benefield Elementary school library urged.**

Initiator: Parents.

Resolution: The Benefield Elementary School media committee voted to retain the book.

Source: *Atlanta Constitution* (December 19, 1986).

Incident: **In Gwinnett County schools, objections to Peter Benchley's *Jaws* because of "obscene language." Removal of book urged. Also, objections to Chris Crutcher's *Running Loose*, for sexual discussions, and Alice Childress' *Rainbow Jordan*, the story of a poor black family, for foul language and discussions of sex. Removal of books or restrictions urged.**

Initiator: Parents; Citizens for Excellence in Education (CEE) involved.

Resolution: The books were retained.

Source: *Atlanta Constitution* (December 18, 1986).

Incident: **Objections in Gwinnett County middle school to *Go Ask Alice* because of "filth," "profanities" and "perversities." Removal of book urged.**

Initiator: Parents; Citizens for Excellence in Education (CEE) involved.

Resolution: The Gwinnett County Board of Education voted to keep the book in the schools.

Source: *Atlanta Journal* (October 1, 1986).

Incident: **In Gwinnett County, objections to language arts textbooks that refer to the popular "Dungeons and Dragons" game, to feminist ideas and the "depressing topic of world hunger." Other criticisms include discussions of the occult, mythology, witchcraft, death, globalism, and situation ethics. Removal from the curriculum urged.**

Initiator: Citizens for Excellence in Education (CEE).

Resolution: The school board of Gwinnett voted to approve the adoption of 21 language arts textbooks, 3 of which CEE had objected to, including a supplementary seventh-grade literature book *Ride the Silver Seas*. CEE threatened to file a lawsuit against some of the books in the language arts curriculum.

Source: *Atlanta Constitution* (April 3, 1987); *Gwinnett Daily News* (May 24, 1987).

Incident: **In Auburn, books, tapes, albums, T-shirts, posters, and magazines burned, including tapes and records by Jimi Hendrix, Waylon Jennings, KISS and Steve Martin, for degrading marriage and the human body and for promoting divorce.**

Initiator: Members of the Auburn Church of God.

Source: *Gwinnett Daily News* (February 5, 1987).

Incident: **In Gainesville, records, tapes, magazines, and books were burned, including *The Encyclopedia of Ancient and Forbidden Knowledge* and recordings by Dolly Parton, Willie Nelson, and Jerry Lee Lewis. The materials were labeled "offensive influences."**

Initiator: Members of the Free Chapel Church.

Source: *Gainesville Times* (April 19, 1987).

HAWAII

No challenges reported in Hawaii in 1986-1987.

IDAHO

Incident: **In Boise, the director of Christian Coalition Association, a group that opposes secular humanist teachings in classrooms, has requested that the state board of education remove from the state-approved textbook list any texts that are among those banned in the *Smith v. Board* case in Alabama. If the board refuses to comply, she has threatened a lawsuit.**

Initiator: Director of the Christian Coalition Association.

Resolution: Pending.

Source: *Idaho Statesman* (April 27, 1987).

ILLINOIS

Incident: **In Mt. Morris, objections to health textbooks, *What's Happening to My Body* (boys' and girls' versions), in use in seventh grade, because they present a vulgar, humanistic view of sex. The books were accused of encouraging experimentation with homosexuality and incest, teaching that homosexuality is normal, giving simplistic solutions to problems like venereal disease and pregnancy, and promoting secular humanism. Removal urged.**

Initiator: Community members.

Resolution: Review committee recommended keeping the books in the classroom and media center. The objectors petitioned the school board to remove the book. School board chose not to act on petition, so the objectors filed an appeal. School board will review the books.

Source: Community member; *Mt. Morris Times* (November 25, 1986).

INDIANA

* **Incident:** **In Muncie, objections to the novel *Happy Endings Are All Alike*, for promoting lesbianism, and to *The Right Stuff*, for promoting drug use. Removal urged.**

Initiator: School personnel; community group.

Resolution: At the request of the principal, the school librarian placed *Happy Endings Are All Alike* on the reserve shelf. No action taken on *The Right Stuff*.

Source: Member of People For the American Way.

* **Incident:** **In Marion, high school library staff removed Kurt Vonnegut, Jr.'s *Breakfast of Champions*, a copy of the *Sports Illustrated* swimsuit issue, and all books on witchcraft from the library. They also painted over "offensive" pictures in several art books.**

Initiator: Library staff.

Resolution: In response to complaints from students, the school principal, who had been unaware of the situation, requested that the library staff cease these activities. They agreed, and most of the books have been restored to the library, with the Vonnegut book on restricted access. The district is developing a policy for the review of challenged books.

Source: School personnel.

IOWA

* **Incident:** **In Treynor, objections to Judy Blume's *Then Again Maybe I Won't*, in elementary school library, because of discussion of drugs.**

Initiator: Unknown.

Resolution: The book has disappeared from the library.

Source: Community member.

* **Incident:** **In Thompson, objections to William Styron's *The Confessions of Nat Turner* because of profane language and sexually graphic passages. The book was in use in a seventh-grade social studies class and alternative reading materials were offered. Removal from classroom and high school library urged.**

Initiator: Community member.

Resolution: The school board voted 3 - 2 to remove the book from the class and the library.

Source: School staff; *Globe-Gazette* (March 14, 1987).

* **Incident:** **In the West Lyon school district, objections to six books by Stephen King (*The Bachman Books*, *Carrie*, *Christine*, *The Dead Zone*, *Different Seasons*, *Night Shift*) in the high school library because of vulgar sexual references.**

Initiator: Community member.

Resolution: The books were removed by the principal and superintendent.

Source: *Des Moines Register* (March 6, 1987).

Incident: **In Cedar Rapids, objections to *Duffy and the Devil* by Harve and Margot Zemach, in elementary school library, because of its reference to the devil. Removal urged.**

Initiator: Parent.

Resolution: Pending.

Source: *Des Moines Register* (June 7, 1987).

* **Incident:** **In Des Moines, objections to *Pardon Me, You're Stepping on My Eyeball* by Paul Zindel, in elementary school library, because it includes swearing, consumption of beer and wine, marijuana smoking, and a wild teenage party.**

Initiator: Community member.

Resolution: Access to the book was restricted. Students need parental permission to check it out.

Source: *Des Moines Register* (June 7, 1987).

* **Incident:** **In Cedar Rapids, objections to *Doktor Bey's Suicide Guidebook*, a satire, in high school library for being in poor taste, bad literature, and because it might encourage depressed students to try suicide. Removal urged.**

Initiator: Students.

Resolution: Access to the book was restricted; it was placed on reserve and cannot be checked out of the library.

Source: School personnel; *Des Moines Register* (June 7, 1987).

Incident: **In Des Moines, objections to *The Trouble with Soap* by Marjorie Kellogg, in elementary school library, because it describes drugs, shoplifting, and an extramarital affair. Removal urged.**

Initiator: Community member.

Resolution: The book was retained.

Source: School personnel.

KANSAS

Incident: **In Fort Scott, objections to William Butler's *The Butterfly Revolution* as supplemental reading in a high school English class. Objections were to portions of the book exhibiting "dislike of the Bible, belief in atheism, vile social habits, obscene language, and plots against adult authority." Removal from supplemental reading list urged.**

Initiator: Parent.

Resolution: The school board voted unanimously to keep the book on the list and in the library.

Source: School staff; *Fort Scott Tribune* (March 3, 1987).

Incident: **In Shawnee Mission, objections to *The Pigman* by Paul Zindel, in use in middle schools, for depictions of lying, stealing, beer drinking, and "ridiculing all authority."**

Initiator: Community member affiliated with Citizens for Excellence in Education (CEE).

Resolution: No official action.

Source: School personnel.

KENTUCKY

Incident: **In Science Hill, objections to *The Boy and The Devil*, an adaptation of a Norwegian folktale, because of "demonic illustrations" and portrayal of a young boy's encounter with the devil. The parent wanted the book banned from the elementary school library and requested that the school board appoint a review committee comprised of herself and other PTA members to screen other books in the library.**

Initiator: Parent, with support of local minister.

Resolution: The book was retained in the school library. The school board did not appoint a review committee.

Source: *Somerset Commonwealth-Journal* (February 27, 1987; March 9, 1987; March 11, 1987).

Incident: **In Sinking Valley, objections to William Faulkner's *As I Lay Dying*, required reading for an advanced high school English class, for being "pure filth" and containing profane language. Removal of that novel, along with Arthur Miller's plays "Death of a Salesman" and "The Crucible," and Thomas Mallory's book *The Death of Arthur*, urged.**

Initiator: Parent.

Resolution: The books were retained.

Source: *Somerset Commonwealth Journal* (February 27, 1987); *Murray Ledger Times* (March 2, 1987) *Lexington Herald Leader* (March 3, 1987).

* **Incident:** **In Graves County, objections to William Faulkner's *As I Lay Dying*, used in a sophomore English class, because it contained discussion of abortion and profane language. Removal from the curriculum and the school library urged.**

Initiator: Parent.

Resolution: The school board voted to ban the book, and then later reversed its decision and reinstated it.

Source: Member of People For the American Way; *The Paducah Sun* (September 9, 1986; September 14, 1986; September 19, 1986).

Incident: **In LaRue County, objections to Kurt Vonnegut, Jr.'s novel *Slaughterhouse Five*, in high school library, for undermining Christian faith, glorifying death, and containing profanity.**

Initiator: Parents.

Resolution: The book was retained.

Source: *Louisville Courier-Journal* (May 13, 1987).

* **Incident:** **In Munfordville, objections to Kurt Vonnegut, Jr.'s novel *Breakfast of Champions*, in high school library, for profanity and explicit sexual descriptions. Removal urged.**

Initiator: Parent affiliated with Citizens for Excellence in Education (CEE).

Resolution: The book was placed on restricted access in the school library; students need written parental permission to obtain it.

Source: State official; *The Hart County News* (May 28, 1987).

LOUISIANA

Incident: **In Shreveport, a group of parents and minister of a local Baptist church opposed a sex education program in use in elementary and high school, claiming their right of parental control and that the program promotes secular humanism.**

Initiator: Parents and local minister; Eagle Forum and Freedom Council involved.

Resolution: Pending.

Source: *Shreveport Times* (September 26, 1986); *Shreveport Journal* (October 16, 1986).

MAINE

* **Incident:** **In Wiscasset, objections to a stress relaxation guidance program in an elementary school for being "cult-like and satanical" and violating the Hatch Amendment.**

Initiator: School board member, using Phyllis Schlafly's *Child Abuse in the Classroom*.

Resolution: The school board banned the program.

Source: Community member.

MARYLAND

No challenges reported in Maryland in 1986-1987.

MASSACHUSETTS

Incident: **In Beverly, objections to Robert Cormier's *The Chocolate War* because of offensive language. Removal from eighth-grade mandatory reading list urged.**

Initiator: Community member.

Resolution: The book was removed from the mandatory reading list but is still available in the school.

Source: *Beverly Times* (January 13, 1987).

MICHIGAN

Incident: **In Jenison, objections to a health curriculum for teaching "situation ethics, values clarification, death education, and drug education -- all psychological stuff on feelings and emotions -- not health at all."**

Initiator: Parent.

Resolution: School district permits children to forego courses to which their parents object.

Source: *Grand Rapids Press* (October 5, 1986).

* **Incident:** **In Kalkaska, objections to *Go Ask Alice* in middle school library because the book contained objectionable language and encouraged sexual experimentation. Removal urged.**

Initiator: Community member.

Resolution: The book was removed from the library.

Source: School staff; *Traverse City Record Eagle* (March 6, 1987).

Incident: **In Kalkaska, objections to *Snowbound*, an adventure story, in seventh-grade English class because of profanity.**

Initiator: Parent.

Resolution: The student was provided an alternative story to read.

Source: School staff; *Traverse City Record-Eagle* (March 6, 1987).

* **Incident:** **In Plymouth, a series of complaints was launched against films and other materials in use in the school system, including *Ghostbusters*, *The Sword and the Sorcerer*, and *The Lottery* (films) and such books as *Siddhartha* by Hermann Hesse. Objections were to obscene language, the promotion of the occult, devil worship, and secular humanism. "We don't deny," stated the objector, "that [censorship] is what we're doing."**

Initiator: Community member affiliated with Pat Robertson's "700 Club."

Resolution: *The Sword and the Sorcerer* was banned; other materials have been retained or referred to a district committee for review.

Source: School staff; *Detroit Free Press* (October 11, 1986); *Detroit News* (January 27, 1987).

* **Incident:** **In Trenton, objections to "Stories of the Occult," a supplementary reading booklet in use in a seventh-grade reading lab. Objections claimed that the booklet encourages children to experiment with occult rituals and interferes with parental authority, as well as that it was inappropriate for students at that age.**

Initiator: Parents.

Resolution: The booklet was removed from the classroom and the reading lab by the principal.

Source: *News-Herald* (April 1, 1987).

MINNESOTA

Incident: **In St. Paul, objections to the "Whole Mind Learning Project" in Minneapolis and St. Paul elementary schools, a program designed to help students concentrate, reduce anxiety, and focus their attention. Objections were that the program "borders on mind control" and "smacks of Eastern religious influences." Removal urged.**

Initiator: Parents.

Resolution: The program was retained.

Source: *Minneapolis Star and Tribune* (November 2, 1986).

* **Incident:** **In Willmar, objections to *Night Shift*, a collection of short stories by Stephen King, in junior high school library, for "swearing and vulgar language." Removal urged.**

Initiator: Parents.

Resolution: The book was moved to the senior high school library.

Source: Community member; *Willmar Tribune* (May 28, 1987).

MISSISSIPPI

No challenges reported in Mississippi in 1986-1987.

MISSOURI

* **Incident:** **In Holden, objections to *Flowers for Algernon*, in use in a junior high advanced English class, because it uses the Lord's name in vain and contains a sexually explicit passage.**

Initiator: Parent using Eagle Forum material.

Resolution: The book was removed from the junior high school.

Source: Parent; *Warrensburg Daily Star Journal* (March 10, 1987).

Incident: **In Lamar, objections to J.D. Salinger's *Catcher in the Rye*, in use in eleventh and twelfth grade English classes, because of foul language, use of the Lord's name in vain, and sexual overtones.**

Initiator: School board member.

Resolution: The school board retained the book in the library, but removed it from an optional reading list.

Source: *Joplin Globe* (December 11, 1986).

* **Incident:** **In Overland, objections to *Witches Get Everything* in fifth-grade classroom library by parent who claimed to have been a witch and felt exposure to witchcraft to be dangerous to her child.**

Initiator: Parent.

Resolution: Parent complained to teacher and then school administrator, both of whom found the book unobjectionable. When they refused to remove the book, the parent left the school taking the book with her.

Source: Missouri Coalition Against Censorship *Newsletter*, Vol.1, No. 2, Spring, 1987.

* **Incident:** **In St. Louis County, objections to *Red Sky at Morning*, in use in high school literature classes, for containing sexually explicit passages.**

Initiator: Community member.

Resolution: The book was retained, and an alternative provided. However, during the summer of 1986 all of the school's copies of the book disappeared. Only twelve of fifty-two copies have been found.

Source: School personnel; Missouri Coalition Against Censorship *Newsletter*.

* **Incident:** **In Nixa, objections to the novel *Ordinary People*, in use in an eleventh-grade English class, because of sexual references. Removal urged.**

Initiator: Community member.

Resolution: The school superintendent removed the book; removal was upheld by the school board.

Source: Community member.

* **Incident:** **In Desloge, objections to *Male and Female Under Eighteen*, a collection of poems and essays by young people, in high school library because of a poem describing a young girl's feelings at being "ogled by men."**

Initiator: Parent.

Resolution: Although the district has a complaint procedure, it was ignored. After hearing the parent's complaint, the school superintendent tore up the book and ordered the school librarian to screen the 11,000 books and materials in the school library for "appropriateness." The librarian notified the superintendent in writing that the book was selected in accordance with school policy, and asked what criteria should be used for reviewing the books and making new acquisitions. Further, she informed him that she did not have sufficient staff to carry out his order and asked for specific instructions about how to conduct the screening. The superintendent did not respond, and the book has not been replaced in the library.

Source: Missouri Coalition Against Censorship.

MONTANA

* **Incident:** **In Lolo, a group of parents objected to an array of programs dealing with drug and alcohol abuse, sex education, counseling, and survival skills, claiming that these were values clarification programs. The parents also checked out of the Lolo Elementary School Library all books dealing with controversial issues, such as communism, sex, nuclear war, and World War II and have not returned them.**

Initiator: Parents using Eagle Forum materials.

Resolution: The programs in sex education, drug and alcohol abuse prevention, counseling, and survival skills have been removed from the Lolo schools, and no attempt has been made to retrieve the library books. Teachers have also been prohibited from having students keep writing journals.

Source: School personnel; Montana Education Assocation *Alert* (Summer, 1986); *Missoulian* (February 13, 1987; March 29, 1987).

Incident: **In Colstrip, a group of parents objected to an optional high school human sexuality course called "Contemporary Living" for discussing sexual deviance and for not supporting values taught in the home.**

Initiator: A local group, Concerned Parents of Colstrip.

Resolution: The course was retained as an optional course; all of the parents who objected have removed their children from the course.

Source: Community member; *Billings Gazette* (October 14, 1986).

NEBRASKA

Incident: **In Lincoln, objections to *Bridge to Terabithia* by Katherine Paterson, on an elementary school recommended reading list, because it violates the Biblical injunction against taking the Lord's name in vain.**

Initiator: Parents.

Resolution: The superintendent for instruction reviewed the book and denied the parents' request to remove it. The parents appealed to the school board, which voted unanimously to retain the book.

Source: *Lincoln Star* (January 13, 1987); *Lincoln Journal* (January 14, 1987).

* **Incident:** **In Lincoln, objections to Stephen King's *Cujo* and *Pet Sematary*, for profanity, sexual scenes, and violence and to *An Indecent Obsession* by Colleen McCullough for encouraging disrespect of authority, containing explicit sexual scenes, and being degrading and immoral. All books were in junior-senior high media center.**

Initiator: Parent; Citizens for Excellence in Education (CEE) and Eagle Forum involved.

Resolution: Access has been restricted to high-school students.

Source: Community member; *Lincoln Star* (April 15, 1987).

Incident: **In Lincoln, objections to "Death of a Salesman," required reading in a tenth-grade English class, for objectionable language.**

Initiator: Parents; Citizens for Excellence in Education (CEE) and Eagle Forum involved.

Resolution: The book was retained.

Source: School personnel.

Incident: **In Lincoln, objections to *Lord of the Flies*, optional reading in a tenth-grade English class, for its portrayal of human nature, cruelty, and violence and because it does not represent the values of the home.**

Initiator: Parents; Citizens for Excellence in Education (CEE) and Eagle Forum involved.

Resolution: The book was retained.

Source: School personnel.

Incident: **In Waverly, objections to films and books in a public school elementary library that dealt with witchcraft, particularly *Monsters and Other Science Mysteries*. The parent claimed that the schools were teaching witchcraft and "false sciences," such as ESP, the occult, and astrology.**

Initiator: Parent.

Resolution: After the school board denied her request to have the materials removed, the parent filed suit against the school district, claiming that witchcraft was a religion and that by teaching it the schools were violating state constitutional provisions that require the public schools to be free of sectarian instruction. The case was dismissed.

Source: Member of People For the American Way; *Waverly News* (November 13, 1986).

Incident: **In the Papillion-LaVista district, parents requested that *A Light in the Attic* by Shel Silverstein not be read to elementary students without parental permission. The parents claimed that the book promoted behavior abusive to women and children; suicide as a way to manipulate parents; mockery of God; and behavior that is selfish and disrespectful of parents.**

Initiator: Parents.

Resolution: A review committee denied the parents' request.

Source: *Omaha World-Herald* (October 21, 1986).

Incident: **In the Papillion-LaVista district, objections to *Think About It, You Might Learn Something*, an optional book in use in a fourth-grade English class, because of profanity, use of the Lord's name in vain, and encouraging disrespect of adults.**

Initiator: Community member.

Resolution: Review committee voted to retain the book.

Source: School personnel.

* **Incident:** **In Lincoln, objections to *When the Sky Began to Roar* by Alice Bach in high school library for being profane and condoning sex outside marriage, group sex, drug use, theft, and disrespect for parents. Removal urged.**

Initiator: Parents.

Resolution: The book was retained on restricted access in the high school, but is no longer available in the junior high.

Source: School personnel; *Lincoln Evening Star* (March 11, 1987).

* **Incident:** **In Omaha, objections to a high school supplemental health textbook, *Finding My Way*, for covering homosexuality, abortion, and birth control, for espousing situational ethics, and for being anti-Christian.**

Initiator: Members of Citizens for Excellence in Education (CEE) and Eagle Forum.

Resolution: The textbook will be replaced with other materials.

Source: School personnel; *Omaha World-Herald* (November 20, 1986).

Incident: **In Millard, objections to elementary school Halloween activities, for unconstitutionally promoting the religion of witchcraft.**

Initiator: Parents.

Resolution: Children whose parents objected were excused from school Halloween activities.

Source: *Omaha World-Herald* (January 18, 1987).

Incident: **In Millard, objections to *The Headless Cupid*, in use in sixth-grade reading class for gifted students, for teaching about the occult.**

Initiator: Parent affiliated with Citizens for Excellence in Education (CEE).

Resolution: The book had been challenged previously and was reviewed by a committee of parents and professionals. They voted to retain the book. When this challenge was made, the school district retained the book, refusing to go through the review process again.

Source: School personnel; *Omaha World-Herald* (January 18, 1987).

Incident: **In Millard, objections to *Snowbound*, in use in eighth-grade reading class, for profanity and taking God's name in vain.**

Initiator: Community member.

Resolution: The book was retained.

Source: School personnel.

NEVADA

No challenges reported in Nevada in 1986-1987.

NEW HAMPSHIRE

No challenges reported in New Hampshire in 1986-1987.

NEW JERSEY

Incident: **Rock records and tapes were burned in Linwood, including records by Bing Crosby and tapes on ecology, aerobics, and other non-musical subjects. The materials were labeled "satanic."**

Initiator: Local minister and Truth About Rock ministry leader from St. Paul, MN.

Resolution: After postponement in response to police concerns about crowds, the burning proceeded, drawing about 100 participants and observers.

Source: *Atlantic City Press* (February 26, 1987).

Incident: **In West Amwell, objections to *The Amazing Bone* by William Steig because of characters in the book who smoke pipes, chew tobacco, and commit a robbery. Removal from elementary school library urged.**

Initiator: Community member.

Resolution: A review committee recommended retaining the book, and the school board voted to retain it.

Source: *Lambertville Beacon-Record* (November 19, 1986).

* **Incident:** **In Palmyra, school officials refused to let high school students stage "A Funny Thing Happened on the Way to the Forum," claiming that the play was morally unacceptable and degrading to women.**

Initiator: School principal.

Resolution: Parents and students complained to the school board, but the ban was affirmed by the board. The school system developed a policy requiring school staff to review plays being considered for student productions.

Source: *Burlington County Times* (January 5, 1987); *Philadelphia Inquirer* (January 14, 1987).

Incident: In Cherry Hill, objections to *Tiny Tim*, a book of nursery rhymes, in an elementary school library, for being too violent.

Initiator: Community member.

Resolution: The book was retained.

Source: *Camden Courier-Post* (April 22, 1987).

NEW MEXICO

Incident: In Albuquerque, objections to sex education programs in seventh and ninth grades and school-based health clinics, for promoting values clarification and promoting sexual activity. Removal of clinics urged.

Initiator: Textbook selection official who chairs the New Mexico Council for Better Education.

Resolution: Pending.

Source: *Albuquerque Journal* (November 1, 1986; January 25, 1987).

Incident: In Placitas, objections to use of a Ouija board for teaching "witchcraft and the occult." Objector also accused the schools of teaching "secular humanism," espousing "behavior modification," and violating students' privacy.

Initiator: Community member.

Resolution: No official action taken.

Source: *Albuquerque Journal* (March 21, 1987).

NEW YORK

Incident: In Mount Vernon, local clergy have objected to a pregnancy prevention program, claiming that the program encourages sexual activity and teaches about

contraception in violation of their religious beliefs. They have requested the removal of a school wellness clinic; portions of the sex education curriculum that discuss contraception; and a box in which students submit anonymous questions about sex.

Initiator: Local minister.

Resolution: Pending.

Source: Local clergy.

Incident: **In Buffalo, objections to a ninth-grade home economics text, *Family Matters: Concepts in Marriage and Personal Development*, and the accompanying teacher's guide, for promoting secular humanism. Removal urged.**

Initiator: School board member.

Resolution: The books were retained.

Source: *Buffalo News* (November 20, 1986).

Incident: **In New York, objections to a video, "Sex, Drugs and AIDS," developed as part of an AIDS education curriculum for grades eight through twelve, because of an inadequate emphasis on abstinence and a "tolerance of homosexuals." Revisions requested.**

Initiator: Board of Education.

Resolution: Revisions pending.

Source: *Village Voice*.

NORTH CAROLINA

Incident: **In Franklin, rock and roll tapes and records were burned because they promote transcendental meditation, sexual immorality, and the use of illegal drugs.**

Initiator: East Franklin First Assembly of God.

Source: *Asheville Citizen* (March 14, 1987).

Incident: **In Raleigh, objections to Maya Angelou's *I Know Why the Caged Bird Sings*, in use in high school English class, because of explicit sexual references.**

Initiator: School personnel.

Resolution: The book was removed from the required reading list and placed on a supplemental reading list.

Source: *Fayetteville Observer* (February 16, 1987).

Incident: In Aberdeen, objections to John Steinbeck's *The Grapes of Wrath*, in high school English class, because of language objectionable to parents' religious beliefs. Removal from required reading list urged.

Initiator: Parent.

Resolution: Complaint withdrawn.

Source: *Southern Pines Pilot* (September 22, 1986).

Incident: In Newton-Conover, objections to *The Martian Chronicles* by Ray Bradbury, in use in high school English class, for profane language and use of the Lord's name in vain. Removal from supplemental reading list urged.

Initiator: Parent.

Resolution: The book was retained.

Source: *Hickory Record* (October 16, 1986).

Incident: In Taylorsville, objections to *Angel Dust Blues* and *Run, Shelley, Run!*, in junior and senior high libraries, because of profane language and sexual content. Removal urged.

Initiator: Parent.

Resolution: Pending.

Source: School personnel; *Statesville Record & Landmark* (March 13, 1987).

Incident: In Charlotte, objections to the novel *Flowers for Algernon*, in use in tenth-grade English class, for containing pornographic passages. Removal from supplementary reading list urged.

Initiator: Forty-three parents and citizens signed a petition requesting the book's removal from the reading list.

Resolution: The book was retained.

Source: *Charlotte Observer* (November 8, 1986; January 24, 1987).

NORTH DAKOTA

Incident: **A state version of the Hatch Amendment (H 1650) was introduced in the state legislature.**

Initiator: Rep. Francis Wald, Dickinson.

Resolution: The bill was defeated.

OHIO

Incident: **In Parma, objections to a high school health textbook, *Life and Health*, for promoting secular humanism and values clarification. Removal urged.**

Initiator: Parents and clergy affiliated with the Religious Roundtable.

Resolution: The book was retained.

Source: School personnel; *Akron Beacon-Journal* (March 6, 1987).

* **Incident:** **In Trotwood, objections to the performance of the play "...and stuff" by Peter Dee at Trotwood-Madison High School, due to dialogue about incest, murder, sexual infidelity, sexual acts, gang violence, peer pressure, and profanity.**

Initiator: Community member.

Resolution: Although objectionable material was edited from the play, the superintendent banned it, an action that was upheld by the school board.

Source: *Dayton Daily News and Journal Herald* (November 12, 1986; December 6, 1986).

Incident: **In Yellow Springs, objections to D. H. Lawrence's *Lady Chatterley's Lover*, in use in twelfth-grade English class, for being sexually explicit and "filth."**

Initiator: Community member.

Resolution: The book was retained. The school board developed a policy that permits alternative assignments for students whose parents object to assigned readings.

Source: School personnel; *Dayton Daily News* (February 11, 1987).

OKLAHOMA

* **Incident:** **In Granite, objections to "Project Self-Esteem," a course that builds self-confidence and decision-making skills, in use in elementary school, because it promotes secular humanism.**

Initiator: Community members.

Resolution: Course removed from schools.

Source: Community member.

OREGON

* **Incident:** **In La Grande, objections to *Southern Fried Rat and Other Gruesome Tales* in elementary school library for being vulgar and inappropriate for young children and for containing "suggestions of torturing animals." Removal urged.**

Initiator: Community member.

Resolution: Access to the book was restricted to fifth and sixth graders.

Source: School personnel; *La Grande Observer* (December 9, 1986).

Incident: **In Salem, objections to sex education textbook, *Let's Talk About Health*, in use in middle school for lack of concern with family values and moral guidance and treatment of issues such as dating, premarital sex, homosexuality, and masturbation. Some parents have removed children from the class.**

Initiator: Parents.

Resolution: The book was retained.

Source: *Salem Statesman-Journal* (March 12, 1986).

Incident: **In Phoenix-Talent, objections to Holt, Rinehart and Winston *Impressions* reading series for first through third grades, because the books teach disrespect for parents, discuss the occult, and contain a story that is a parody of Christmas.**

Initiator: Parents backed by Citizens for Excellence in Education (CEE).

Resolution: Although the parents urged rejection of the reading series, the books were adopted by the school system.

Source: School personnel; *Medford Mail-Tribune* (May 22, 1987); *Ashland Daily Tidings* (May 30, 1987).

Incident: **In Parkrose, objections to Claude Brown's novel *Manchild in the Promised Land*, in use in junior and senior high honors classes, because it contained obscenities and violence, was degrading to women, and was irrelevant. "Parkrose students have no need to understand life in a black ghetto," argued the objector.**

Initiator: Community member.

Resolution: A review committee recommended retaining the book; decision by the school board is pending.

Source: *Portland Oregonian* (May 27, 1987).

PENNSYLVANIA

Incident: **In Westmoreland County, objections to *Adolescents Today*, a book in use in tenth and eleventh grade health classes, for contradicting traditional Christian values, teaching secular humanism, condoning homosexuality, and recommending sex education and contraception instead of abstinence. A parents' group has filed suit in federal court to force the school district to set up an alternative health course and to make the class elective.**

Initiator: People Concerned for Quality Education, a local group of about 200 parents.

Resolution: Pending.

Source: *Pittsburgh Press* (March 26, 1987).

RHODE ISLAND

No challenges reported in Rhode Island in 1986-1987.

SOUTH CAROLINA

No challenges reported in South Carolina in 1986-1987.

SOUTH DAKOTA

* **Incident:** **In Spearfish, objections to the novel *Ordinary People*, in use in eleventh-grade literature class, for its discussion of divorce and suicide and for objectionable language. Although the district has a policy that permits parents or students to request alternative assignments if they object to a book, the objecting parent wants the book removed from the classroom, claiming that it is derogatory to religion and conflicts with his own religion.**

Initiator: Parent.

Resolution: A review committee has recommended retaining the book, and a decision by the school board is pending. The teacher has removed the book from use until the school board has made a decision.

Source: School personnel.

Incident: **In Hot Springs, objections to "Quest," a counseling and study skills program for middle school students, because of the values being taught by the program. Removal urged.**

Initiator: Members of Citizens for Excellence in Education (CEE).

Resolution: The study skills portion of the program was separated from the counseling; each is offered as a separate program.

Source: School personnel; *Sioux Falls Argus-Leader* (October 20, 1986).

* **Incident:** **In Rapid City, objections to "Witches," part of a series called *Library of the Supernatural*, in middle school library, for discussion of the occult, spiritualism, and witchcraft. Removal urged.**

Initiator: Local official.

Resolution: The book was removed by the principal, pending a decision by a review committee.

Source: School personnel.

TENNESSEE

* **Incident:** **In Church Hill, a group of parents objected to an entire K-8 Holt, Rinehart and Winston reading series in use in the Hawkins County school system. Objections to the series, which the parents claimed violated their religious beliefs, were broad, including discussions of global issues, the Renaissance, women's rights, world religions, evolution, and excerpts from "Macbeth", and *The Diary of Anne Frank*.**

The series was faulted by the parents for not teaching creationism, traditional male-female roles, and moral absolutes. The parents requested an alternative reading curriculum for their children.

Initiator: Parents supported by Concerned Women for America.

Resolution: Pending. In October, 1986, a federal court ordered the Hawkins County school board to allow the children to "opt out" of reading class and be taught reading by their parents at home. The judge subsequently ordered the school board to pay $50,000 in damages to the plaintiffs, in part to compensate them for the costs of placing their children in private sectarian schools. None of the plaintiff children remains in the Church Hill schools. The case is being appealed.

Source: People For the American Way Legal Defense Fund.

* **Incident:** **Objections to *Curses, Hexes and Spells* by Daniel Cohen and *The Devil's Storybook* by Natalie Babbitt at the Claxton Elementary school because the "total theme of the books" was to make "hell and the devil innocent and alluring" and were "influential in introducing children to the occult." Removal from school library urged.**

Initiator: Complaint to the school board initiated by pastor of local church, and signed by thirty-six parents.

Resolution: Both books were initially removed from the library until a committee set up to vote on the issue had met. The result was that both books will remain in the library, but that *Curses, Hexes and Spells*, a history of curses, will be kept on reserve and students will have to obtain parental permission to check it out.

Source: *The Oak Ridger* (November 13, 1986; November 24, 1986).

Incident: **Bill introduced to give "creation science" balanced treatment in the public schools. Another bill was introduced that would prohibit the use of textbooks which "contain information to explain the origin of life based solely on the theory of evolution."**

Initiator: Rep. Pete Drew, Knoxville.

Resolution: The bills died in committee.

Source: *Knoxville Journal* (March 16, 1987).

TEXAS

* **Incident:** **In Cleveland, objections to Stephen King's *Salem's Lot*, in use in ninth-grade honors English class. The book was called "pornography."**

Initiator: Parent supported by local minister.

Resolution: The superintendent assigned the book to the reserved section of the high school library, although a committee of school officials voted 6 - 1 in favor of keeping it in the classroom.

Source: *Houston Post* (November 20, 1986).

Incident: In Sweeney, objections to Arthur Miller's play "Death of a Salesman," in high school because of profanity. Removal urged.

Initiator: Community member.

Resolution: The play was kept in the curriculum.

Source: *San Antonio Express-News* (June 5, 1987).

UTAH

No challenges reported in Utah in 1986-1987.

VERMONT

* **Incident: In Woodstock, objections to the performance at Woodstock Union High School of David Budbill's play "Judevine"--about an imaginary Vermont town and its people--because of "objectionable language" and worries that it might offend students holding orthodox religious views.**

Initiator: School principal.

Resolution: The play was cancelled.

Source: *Rutland Daily Herald* (September 24, 1986).

Incident: In Milton, objections to a personal safety curriculum, a continuation of efforts from last year to rid the school of the course, which has been taught for 12 years. Taught in seventh through twelfth grades, the course covers personal safety, how to avoid abuse, the reproductive system, and childbirth. Among the objections raised are that the course teaches secular humanism and globalism, and violates the Hatch Amendment by teaching values clarification.

Initiator: School board member and others affiliated with Eagle Forum.

Resolution The course was retained.

Source: School board member: *Burlington Free Press* (August 6, 1986).

Incident: In Shaftsbury, objections to *Don and Donna Go To Bat*, in an elementary school library, for promoting sexist attitudes.

Initiator: Community member.

Resolution: The book was retained.

Source: *Bennington Banner* (May 13, 1987; May 19, 1987).

VIRGINIA

* **Incident: In Franklin, objections to J.D. Salinger's *Nine Stories*, in use in a tenth-grade English class, because of profanity, references to suicide, and blasphemy.**

Initiator: Community members and local clergy.

Resolution: At the direction of school administrators, the teacher removed the book from the class reading list. Discussion of one story in the book was prohibited, although all students had the option to choose another book and discussion of the book had already occurred in the class before the complaint was registered.

Source: *Franklin Tidewater News* (April 30, 1987).

* **Incident: In Newport News, objections to *The Color Purple* by Alice Walker, in high school library, for objectionable language and because it might incite rape.**

Initiator: Principal.

Resolution: The book was restricted to the professional library, which is primarily for use by teachers. Students can obtain the book only with written parental permission.

Source: *Newport News Times-Herald* (July 9, 1986).

WASHINGTON

Incident: In Sequim, the school board voted to add a statement of affirmation of the federal Hatch Amendment to the district's policy manual. The statement includes the required teaching of patriotism and the assertion that parents have the prime responsibility for their children's moral and spiritual values.

Initiator: Committee of school staff and community members.

Source: Community member; *Peninsula Daily News* (May 10, 1987).

* **Incident:** **In Sequim, objections to the novel *Early Disorder* by Rebecca Josephs, in middle school library, for profanity, discussion of personal matters, and encouraging rebellion against parents and society.**

Initiator: Parent.

Resolution: The book was removed from the library.

Source: *Peninsula Daily News* (May 14, 1987).

Incident: **In Sequim, objections to *Mrs. Piggle-Wiggle's Magic*, in elementary school library, because it mentions magic and shows defiance of parental authority.**

Initiator: Parent affiliated with local group, Sequim Coalition of Parents for Excellence in Education (SCOPE), an affiliate of Concerned Women for America.

Resolution: Pending.

Source: *Peninsula Daily News* (May 10, 1987).

* **Incident:** **In Seattle, objections to a high school health textbook, *You and Your Health*, because of its views on substance abuse, morality, and promiscuity.**

Initiator: Member of Eagle Forum and school board members.

Resolution: The book was removed and replaced with a new textbook.

Source: *Seattle Post-Intelligencer* (April 14, 1987).

Incident: **In Longview, objections to Maya Angelou's *I Know Why the Caged Bird Sings*, in seventh-grade advanced literature class, for being "perverted" and "inappropriate." Removal from required reading list requested.**

Initiator: Parent.

Resolution: The book was retained.

Source: *Longview Daily News* (June 30, 1987).

Incident: **In Fife, objections to "Here's Looking At You, Two," a K-12 confidence-building drug abuse prevention curriculum, for usurping family authority, invading family privacy, and promoting objectionable ideals and secular humanism. Removal urged.**

Initiator: Parents.

Resolution: The program was retained.

Source: *Tacoma News-Tribune* (April 5, 1987).

Incident: **In University Place, objections to "Here's Looking At You, Two," a K-12 confidence-building drug abuse prevention curriculum, for promoting secular humanism and being "no more effective than factual programs." Removal urged.**

Initiator: Citizens for Excellence in Education (CEE).

Resolution: The program was retained.

Source: *Tacoma News-Tribune* (April 5, 1987).

Incident: **In Longview, objections to a science curriculum, "Origins of Man," in use in high school, because it does not balance the teaching of evolution with instruction about creationism.**

Initiator: Community member and local minister.

Resolution: The school board affirmed its present policy which requires teachers to "balance science class discussions about the origins of man." The policy specifies that teachers should avoid expressing personal opinions when teaching a controversial topic and have an attitude of "truth, open-mindedness and tolerance." Teachers do not teach evolution as fact, and are instructed to "treat the two theories fairly."

Source: *Longview Daily News* (April 14, 1987).

Incident: **In Gig Harbor, objections to "Here's Looking At You, Two," a K-12 drug abuse prevention curriculum, for usurping family authority, invading family privacy, promoting objectionable ideas, and violating the Hatch Amendment.**

Initiator: Parents and local clergy.

Resolution: School board decision regarding retention of program is pending.

Source: School personnel.

Incident: **In Seattle, objections to a survey in an eleventh-grade psychology course that asked**

students what personality traits they would look for in a spouse and how important religion was in their lives. Objections were that the survey was too personal, violated the student's family values, and violated the Hatch Amendment.

Initiator: Parent.

Resolution: The student refused to complete the survey; an alternative assignment was provided.

Source: School personnel.

Incident: **In Seattle, objections to a "sex survey" published in a high school newspaper, for violating students' rights, being inappropriate, and violating a state statute requiring parental consent.**

Initiator: Parents.

Resolution: The parental consent statute was inapplicable, and the school board voted to permit retention of the survey, since students were not required to respond to the survey.

Source: School personnel.

Incident: **In Kirkland, objections to *Little Big Man* by Thomas Berger, in use in eleventh-grade honors U.S. history class, for discussion of adultery, occult, folklore, rebellion, and for profane language.**

Initiator: Parent.

Resolution: The book was retained and the student was offered an alternative reading.

Source: School personnel.

WEST VIRGINIA

Incident: **Introduction of bill (H 2021) in state legislature to require the balanced treatment of creationism and evolution in schools.**

Initiator: Rep. Paul Prunty, Fairmont.

Resolution: Pending.

Incident: **In Westover, books, records, and tapes "linked to satanic worship" or considered "threatening to personal consecration" were burned. These included Harlequin**

romance novels, J.R.R. Tolkien's *The Hobbit*, and recordings by the Eagles, Elton John, and Hank Williams, Jr.

Initiator: Members of the Riverside Apostolic Church.

Source: *Morgantown Dominion-Post* (September 15, 1986).

WISCONSIN

* **Incident:** **Objections to novel *Vision Quest* in high school library and to two books of poetry by Shel Silverstein, *Where the Sidewalk Ends* and *A Light in the Attic*, in elementary school curriculum. Removal of all three books from West Allis-West Milwaukee schools urged. The objections to *Vision Quest* were based on the use of profanities, and to the poetry because they "suggest drug use, the occult, suicide, death, violence, disrespect for truth, disrespect for legitimate authority, rebellion against parents" and inspire young people to commit "acts of violence, disbelief and disrespect."**

Initiator: School board member; Eagle Forum involved.

Resolution: School board voted to ban *Vision Quest* from the school library, but retained the poetry books.

Source: *Milwaukee Journal* (November 25, 1986; December 2, 1986).

Incident: **In South Milwaukee, objections raised to two novels by S.E. Hinton, *The Outsiders* and *That Was Then, This Is Now* for being too "negative" and promoting "pessimism to the utmost" because they deal with violence, drug and alcohol abuse and juvenile crime. Removal from eighth grade reading list urged.**

Initiator: Citizens for Excellence in Education (CEE) and Concerned Women for America.

Resolution: The school board committee voted to retain the books but removed them from the required reading list.

Source: *Milwaukee Journal* (September 30, 1986; January 31, 1987).

Incident: **Objections raised to adventure story *Snowbound* in Stoughton Middle school's reading program due to profanity. Removal from curriculum urged.**

Initiator: Parent.

Resolution: School board voted to keep the book in the curriculum, and also agreed to let parents be notified in advance that the book was on the reading list.

Source: *Madison Capital Times* (March 4, 1987).

* **Incident:** **Objections raised to a reference book for sex education courses, *A Woman's Body: An Owner's Manual*, in the Evansville High School library because it was "pornographic" and had a chapter on homosexuality.**

Initiator: A local minister and forty-six parents.

Resolution: The Human Growth and Development Committee, backed by the school board, voted to restrict access to those students having parental permission.

Source: *The Milwaukee Journal* (February 2, 1987); *Evansville Review* (March 11, 1987).

Incident: **In Muskego, objections to Judy Blume's *Blubber*, in elementary school library, because of cursing and characters who are not punished for misbehavior. Removal urged.**

Initiator: Parent.

Resolution: The book was retained.

Source: Wisconsin Intellectual Freedom Coalition *Newsletter*, January, 1987.

* **Incident:** **In Racine, objections to Kurt Vonnegut, Jr.'s *Slaughterhouse Five*, in district high school libraries, because of objectionable language, depictions of torture, ethnic slurs, and negative portrayals of women. Removal urged.**

Initiator: School personnel.

Resolution: Access to the book was limited to students having parental permission.

Source: American Library Association's *Newsletter on Intellectual Freedom*, March, 1987.

WYOMING

Incident: **In Wright, objections to Judy Blume's *Forever* in high school library for condoning premarital sex, graphic sexual passages, and being pornographic.**

Initiator: Community group.

Resolution: The book was retained in the school library.

Source: *Gillette News-Record* (December 18, 1986).

* **Incident:** **In Casper, objections to a junior high sex education curriculum because it is "immoral" and anti-American, is not based on the premise of sexual abstinence, and promotes secular humanism.**

Initiator: School board candidates affiliated with Citizens for Excellence in Education (CEE).

Resolution: The curriculum, with some modifications, was retained.

Source: Community member.

Incident: **In Medicine Bow, objections to John Updike's *Rabbit, Run* in high school English class because of profanity and sexual explicitness.**

Initiator: Parents.

Resolution: The book was removed from the required reading list, although school policy permits teachers to provide alternative materials when parents object to those in use.

Source: *Casper Star-Tribune* (November 13, 1986).

Incident: **In Laramie, objection to *Finding My Way*, a sex education textbook in use in junior high school, because it contains explicit descriptions of sexual acts and it "doesn't stress saying 'no'."**

Initiator: Local minister and community group.

Resolution: The book was retained.

Source: *Casper Star-Tribune* (May 25, 1987).

CHALLENGED MATERIALS : 1986 - 1987

About David	FL
Adolescents Today	PA
The Adventures of Huckleberry Finn	FL
Angel Dust Blues	NC
The Amazing Bone	NJ
Anastasia Krupnik	CA
...and stuff (play)	OH
An Indecent Obsession	NE
Are You There God? It's Me, Margaret	CA
As I Lay Dying	KY
The Bachman Books	IA
Banner in the Sky (film)	CA
The Beatles: An Illustated Record	FL
Bloods: An Oral History of Vietnam	FL
Blubber	WI
Bony Legs	CO
The Boy and the Devil	KY
Breakfast of Champions	IN KY
Br'er Rabbit's Big Secret (play)	GA
Bridge to Terabithia	NE
The Butterfly Revolution	KS
Carrie	IA
The Catcher in the Rye	MO
Chocolate to Morphine, Understanding Mind-Active Drugs	FL
The Chocolate War	CA MA
Christine	IA
The Color Purple	VA
Composition and Applied Grammar: The Writing Process	AZ
The Confessions of Nat Turner	IA
The Crucible	KY
Cujo	NE
Curses, Hexes and Spells	TN
The Dead Zone	IA
The Death of Arthur	KY
Death of a Salesman	KY NE TX
The Devil's Storybook	TN
The Diary of Anne Frank (excerpt in a Holt, Rinehart and Winston reading series)	TN
Different Seasons	IA
Discovery	CO
Doktor Bey's Suicide Guidebook	IA
Don and Donna Go to Bat	VT

Duffy and the Devil	IA
Early Disorder	WA
The Encyclopedia of Ancient and Forbidden Knowledge	GA
Encyclopedia of Psycho-Active Drugs	FL
Family Matters: Concepts in Marriage and Personal Development	NY
Finding My Way	NE WY
Flowers for Algernon	MO NC
Forever	CA WY
The Fragile Flag	CO
A Funny Thing Happened on the Way to the Forum (play)	NJ
The Gettysburg Address (in *The United States and Its Neighbors*)	*AZ*
Ghostbusters (film)	MI
Go Ask Alice	GA MI
The Grapes of Wrath	NC
Grendel	CA
Happy Endings Are All Alike	IN
The Headless Cupid (novel) (film)	NE CA
Holt, Rinehart and Winston reading series	TN
I am the cheese	FL
I Know Why the Caged Bird Sings	NC WA
Impressions reading series	OR
Jaws	GA
Judevine (play)	VT
Lady Chatterley's Lover	OH
Let's Talk About Health	OR
Life and Health	OH
A Light in the Attic	CA DE NE WI
Little Big Man	WA
Lord of the Flies	NE
The Lottery (film)	MI
Lysistrata (adaptation in *The Humanities, Cultural Roots and Continuity*, Vol. 1)	FL
Macbeth (excerpt in a Holt, Rinehart and Winston reading series)	TN
Male and Female Under Eighteen	MO
Manchild in the Promised Land	OR
Man, Myth and Magic Series	CA
The Martian Chronicles	NC
The Miller's Tale (excerpt from *The Canterbury Tales*, adapted in *The Humanities, Cultural Roots and Continuity*, Vol. 1)	FL
Monsters and Other Science Mysteries	NE
Mrs. Piggle-Wiggle's Magic	WA

Never Cry Wolf	FL
Night Shift	IA MN
Nine Stories	VA
100 Years of Solitude	CA
100 Ways to Enhance Self-Concept in the Classroom	AZ
Ordinary People	MO SD
The Outsiders	WI
Pardon Me, You're Stepping on My Eyeball	IA
People (magazine)	FL
Pet Sematary	NE
The Pigman	AK KS
The Popular History of Witchcraft	CA
Rabbit, Run	WY
Rainbow Jordan	GA
Red Sky at Morning	MO
Reflections (student literary magazine)	CA
Remember Me When This You See	GA
The Right Stuff	IN
Running Loose	GA
Run, Shelley, Run!	NC
Salem's Lot	TX
Sex, Drugs and AIDS (film)	NY
Siddhartha	MI
Slaughterhouse Five	KY WI
Snowbound	MI NE WI
Southern Fried Rat and Other Gruesome Tales	OR
Sports Illustrated (magazine)	IN
Stories of the Occult (booklet)	MI
The Supernatural Reader	CT
The Sword and the Sorcerer (film)	MI
That Was Then, This Is Now	WI
Then Again Maybe I Won't	IA
Think About It, You Might Learn Something	NE
Tiny Tim	NJ
The Trouble with Soap	IA
Unicorns in the Rain	CO
Values Clarification	AZ
Vision Quest	FL WI
What's Happening to My Body for Boys	IL
What's Happening to My Body for Girls	IL
When the Sky Began to Roar	NE
Where the Sidewalk Ends	CA WI
Witches (part of the *Library of the Supernatural*)	SD

Witches Get Everything	MO
A Woman's Body: An Owner's Manual	WI
You and Your Health	WA
You Can Say No	FL

CHALLENGED MATERIALS

1982- 1987

[ ] indicates the number of challenges between 1982-1987 .

About David
Adolescents Today [2]
The Adventures of Huckleberry Finn [7]
Advocate (magazine)
Albert Herbert Hawkins: The Naughtiest Boy in the World
Albert Herbert Hawkins and the Space Rocket
Alligator River (short story)
The Amazing Bone
American Heritage Dictionary
Anastasia Krupnik
Ancient Evenings
And Both Were Young
...and stuff (play)
Angel Dust Blues
Animal Farm
An Indecent Obsession
Are You There God? It's Me, Margaret [3]
As I Lay Dying [3]
Autumn Street

The Baby Exercise Book
The Bachman Books
The Bad Seed
Banner in the Sky (film)
The Beatles: An Illustrated Record
Beggar Man, Thief
The Bible
Biology [2]
Biology: Second Edition [2]
Biology for Living (1985 ed.)
Birth of a Nation (film)
Black Boy
Black is Brown is Tan
Bloods: An Oral History of Vietnam
Blubber [5]
Bony Legs
Boss
The Boy and the Devil
Brave New World [2]
Breakfast of Champions [2]
Breaking Up [2]
Br'er Rabbit's Big Secret (play)
Bridge to Terabithia
The Butterfly Revolution [2]

California Suite (play)
Came a Spider
Carrie
The Catcher in the Rye [8]
Changing Bodies, Changing Lives [2]
Changing Minds, Changing Bodies
Chocolate to Morphine, Understanding Mind-Active Drugs
The Chocolate War [9]
A Chorus Line (play)
Christine [2]
A Christmas Story (film)
The Clan of the Cave Bear
A Clockwork Orange
The Color Purple [4]
Confessions of an Only Child
Composition and Applied Grammar: The Writing Process
The Confessions of Nat Turner
Courier (student newspaper)
The Crucible [2]
Cujo [5]
Curses, Hexes and Spells

The Day After (film)
A Day No Pigs Would Die
The Dead Zone
The Death of Arthur
Death of a Salesman [4]
The Declaration of Independence (in *American Adventures*)
Deenie [7]
The Devil Comes to Church
The Devil's Storybook
The Diary of Anne Frank [5]
Different Seasons

The Disappearance
Discovery
Doktor Bey's Suicide Guidebook
Don and Donna Go to Bat
Drugs from A to Z: A Dictionary
Duffy and the Devil
Duluth

Early Disorder
East of Eden
Edith Jackson
El Norte (film)
Encyclopedia of Psycho-Active Drugs
Endless Quest
An Enemy of the People
Eric
Experiences in Biology
Exploring Career Decision Making
Eye of the Needle [2]

Facts About Sex: A Basic Guide
Fame (play)
Family Matters: Concepts in Marriage and Personal Development
Far From Shore
Find A Stranger, Say Goodbye
Finding My Way [5]
The Firestarter
Flowers for Algernon [4]
Football Dreams [2]
Footfalls
Forever [6]
The Fragile Flag
Fridays
Friends Till the End
A Funny Thing Happened on the Way to the Forum (play)

Gentlehands
Get Oregonized
The Gettysburg Address (in *The United States and Its Neighbors*)
Ghostbusters (film)
Ginn 360 reading series
Give Me One Good Reason
Go Ask Alice [7]
Going to Extremes
Gone with the Wind
The Golden Book of the Mysterious
The Grapes of Wrath [2]
Grease (play)
The Great Gatsby
The Great Gilly Hopkins [2]
The Great Santini
Great Unsolved Mysteries and Reading Notebooks
Grendel

Hanging Out with Cici
Halloween
The Halloween Tree
Happy Endings Are All Alike
The Headless Cupid (novel and film)
Head Man [2]
The History of Witchcraft
Holt, Rinehart and Winston K-8 reading series [2]
Honey of a Chimp
Hoops
Humanist (magazine)
The Human Story: Facts on Birth, Growth and Reproduction

I am the cheese [4]
I Know Why the Caged Bird Sings [3]
Illustrated Encyclopedia of Family Health
Impressions reading series
Indoor Marijuana Horticulture
Inherit the Wind
In the Night Kitchen [3]
In This House Scott is My Brother
Introduction to Social Science
It's Not the End of the World
It's Not What You Expect
It's OK if You Don't Love Me [2]

Jaws
The Joy of Sex
A Journey Inside Me (filmstrip)
Judevine (play)
Juggling
Julie of the Wolves

Lady Chatterley's Lover (novel and film)
The Last Mission
The Last Whole Earth Catalog
The Lathe of Heaven
The Learning Tree

Let Me Die Before I Wake: Hemlock's Book of Self-Deliverance for the Dying
Let's Talk About Family Living
Let's Talk About Health [3]
Life and Health [2]
Life Science (1983 ed.)
A Light in the Attic [7]
Literature of the Supernatural
Little Big Man
Little Red Riding Hood
Longarm in Virginia City
Lord of the Flies [2]
The Lottery (film) [2]
(short story)
Love Story
Lysistrata (adaptation in *The Humanities, Cultural Roots and Continuity*, Vol. 1)

Macbeth (play) [2]
Mademoiselle (magazine)
Male and Female Under Eighteen
Manchild in the Promised Land
Man, Myth and Magic Series
Marat-Sade (play)
The Martian Chronicles [2]
The Matarese Circle
Meet the Vampire
A Member of the Wedding
Merriam-Webster College Dictionary [2]
Metrication, American Style (pamphlet)
The Miller's Tale
(excerpt from *The Canterbury Tales*, adapted in *The Humanities, Cultural Roots and Continuity*, Vol. 1)
Mistral's Daughter
Monsters
Monsters and Other Science Mysteries (filmstrip)
More Joy of Sex
Mother Goose Rhymes
Mrs. Piggle-Wiggle's Magic
Ms. (magazine)
My Brother Sam is Dead [2]
My Darling, My Hamburger
My Name is Davey - I'm an Alcoholic

Never Cry Wolf (novel)
(film)
Newsweek (magazine)
The Next Whole Earth Catalog
Night of Fire and Blood
Night Shift [2]
Nightwork
Nine Stories
1984
Not for Profit (student paper)

Of Mice and Men [8]
One Day in the Life of Ivan Denisovich
One Flew Over the Cuckoo's Nest (book) [2]
(film)
100 Years of Solitude
100 Ways to Enhance Self Concept in the Classroom
Ordinary People (novel) [3]
(film)
The Outsiders
Our Bodies, Ourselves [2]
Our Land, Our Times
Our Oregon

Pardon Me, You're Stepping on My Eyeball
Pet Sematary
The Pigman [2]
Playboy [3]
The Popular History of Witchcraft
Possible Impossibilities
Rabbit, Run
Rainbow Jordan
The Real Me
Redbook (magazine)
Red Sky at Morning
Reflections (student literary magazine)
Remember Me When This You See
Romeo and Juliet (play) [5]
(film) [4]
Roots
The Right Stuff
Running Loose
Run, Shelley, Run!

Salem's Lot
Scroll (student paper)
See Texas and Die
Semi-Tough
A Separate Peace
Seven Arrows
Sex, Drugs and AIDS (film)
The Shining [2]

Show Me [3]
Siddhartha
Single and Pregnant
Sioux City, Past and Present
The Sisters Impossible
Slaughterhouse Five [3]
Smart Enough to Know
The Snowman
Snowbound [2]
Sociology
Some Swell Pop
Soup
Soup and Me
Sorcerers and Friends (play)
Southern Fried Rat and Other Gruesome Tales
Sports Illustrated (magazine) [4]
Star Witness
Starring Sally J. Freedman as Herself [2]
Stories of the Occult (booklet)
Street Law
The Stupids Die
Summer of '42
Summer Tragedy (short story)
The Sun Also Rises
Superfudge
The Supernatural Reader
The Survival Series
The Sword and the Sorcerer (film)

Taking Care of Terrific
That Was Then, This Is Now
Then Again Maybe I Won't [5]
Think About It, You Might Learn Something
The Three Billy Goats Gruff
365 Days
Thy Brother's Wife
Tiger Eyes [4]
The Tiger Times (school paper)
Tiny Tim
To Kill a Mockingbird [5]
Too Much Too Soon
Topics for the Restless
Trig
The Trouble with Soap

Uncle Tom's Cabin
Understanding Psychology
Understanding Health [2]
Understanding Your Health
Understanding Your Sexuality
Unicorns in the Rain
Up in Seth's Room [2]

Valley of the Horses [2]
Values Clarification
Vanities (play)
Virginia History and Government
Vision Quest [4]
Voices from the High School (play)

The Wagon Man
Watcher in the Woods
A Way of Love, A Way of Life: [2]
A Young Person's Introduction to What it Means to be Gay
What Happened to Mr. Forster
What's Happening to Me?
What's Happening to My Body for Boys
What's Happening to My Body for Girls
What It's All About
When the Sky Began to Roar
Where the Sidewalk Ends [3]
Winner All the Way
Winning
Witches (part of *The Library of the Supernatural*)
Witches (Erica Jong)
Witches (Colin Wilson)
Witches Get Everything
Witches of Eastwick
A Woman's Body: An Owner's Maunual
Working [2]
The World and Its People
A Wrinkle in Time
Wuthering Heights

You and Your Health
You and Your Toddler
You Can Say No
Young Miss (magazine)

Zork: The Malifestro Quest

MOST FREQUENTLY CHALLENGED BOOKS
1982-1987

BOOK	NUMBER OF TIMES CHALLENGED	YEARS
The Chocolate War	9	1984, 1985(4), 1986(2), 1987(2)
The Catcher in the Rye	8	1983(2), 1985(4), 1986, 1987
Of Mice and Men	8	1983(2), 1984(2), 1985(3), 1986
The Adventures of Huckleberry Finn	7	1983, 1984(3), 1985, 1986, 1987
Deenie	7	1985(5), 1986(2)
Go Ask Alice	7	1984(4), 1986, 1987(2)
A Light in the Attic	7	1985, 1986(2), 1987(4)
Forever	6	1984, 1985, 1986, 1987(3)
Blubber	5	1985(4), 1987
Cujo	5	1984, 1985, 1986(2), 1987
The Diary of Anne Frank	5	1983(2), 1985(2), 1987
Finding My Way	5	1985, 1986(2), 1987(2)
Then Again Maybe I Won't	5	1984, 1985(3), 1987
To Kill A Mockingbird	5	1984, 1985(2), 1986(2)